Inclusion of children and youth with disabilities in scouting

A quantitative investigation of inclusive practices in Norges KFUK-KFUM-speidere

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Master's Thesis
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UNIVERSITY OF OSLO

Spring 2014

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Abstract

Discussion of inclusive practices in school and work life is an ever current issue. However, inclusion does not stop there, and for persons with disabilities to be able to actively participate in every aspect of society, organizations like the scouts must also do their part. This thesis is based on the main research questions "What characterizes the inclusion of children and youth with disabilities in the Norwegian scout association Norges KFUK-KFUM-speidere?"

The thesis is based on the fundamental pedagogical principles of learning by doing and personal development. Lines are also drawn from pre-existing information from research done on persons' with disabilities participation in organized activities in general. However, while the ground rules of Norges KFUK-KFUM-speidere make general inclusion statutory, there is little on the inclusion of children and youth with disabilities specifically. In the organization's publications – web pages, scouting handbook, etc. – there is little information on how to adapt scouting activities to suit persons with disabilities. Based on the low amount of pre-existing information, it seemed most interesting to get a wider, generic picture of the current situation, and decided to conduct a survey by sending out a questionnaire to scout leaders across the country.

From the results of the survey it seems that the implantation of the basic method of scouting is already adapting to the various developmental levels of children and youth. As such, adaptations to children and youth with disabilities should not be many steps away. And though leaders have concerns about several practical issues, none of the concerns seem utterly insurmountable, and the general attitude is one of wanting to give everyone a fair chance to see if scouting is an activity for them. In general one could say that the foundation is there, but that there is still room for improvement.

Acknowledgements

My thanks and appreciation goes out to the scout leaders who took the time to answer the questionnaire. I also wish to thank all the other guides and scouts, from members of the association head office to others I have chanced upon, who have helped and inspired me, prior to and throughout the work with this thesis. And not the least; a huge thank you and many hugs to the leaders and girls – young and younger – in my own group, who have motivated and inspired me. I have no doubt you will continue to inspire me in the future.

I must also thank my supervisor Lage Jonsborg for his support and always constructive criticism and comments, putting me back on track when I did not know where to go and what to do.

A great big thank you to all my fellow students and friends for sharing in the frustration, stress and fun – I would not be finishing this if it weren't for you! Anna-Maria, my questionnaire would be a complete mess without your help… Also, special thanks to my best friend, flat mate and practically-sister Stine for all those motivational talks, helpful discussions and late night goofs. We did it!

Finally, I am forever thankful to every member of my large, crazy family for always believing in me, supporting and helping me. Thank you Bestemor, for always caring and being there. Pappa, I love you. My first "apprentices", Sondre and Eirik, I am so proud to be your sister. Mamma, there are no words to describe what you mean to me. Thank you for everything!

Oh, and: Mormor & Morfar, here's another one for you to brag about!

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1 Introduction

1.1 Aim and research question

Historically, as a charitable organization, the scouts have been keen to help children and youth with disabilities to keep active and learn new skills. In the early seventies this was manifested in several groups and troops working specifically with children and youth with disabilities. However, as the number of segregated groups has diminished, there is now no record of the number of children and youth with disabilities participating in scouting activities. This paper does not aim to make a conclusion on how many scouts with disabilities there might be, but endeavors to research how persons with disabilities are included, what leaders are already doing to include them, and what can be improved upon, in addition to try and discover whether there is a positive attitude towards participants with disabilities.

To summarize, the aim is find out what characterizes the inclusion of children and youth with disabilities in the Norwegian scout association Norges KFUK-KFUM-speidere. Since there is little information on the subject from earlier, I decided upon a quantitative method that would help identify and describe the current situation by reaching out to a broad spectrum of respondents and give an overview of the bigger picture. To do this, I created an online questionnaire which I distributed via email.

The questionnaire was designed around these research questions:

What characterizes the inclusion of children and youth with disabilities in the Norwegian scout association Norges KFUK-KFUM-speidere?

- Are scout meetings and activities well adapted to suit children and youth with disabilities?

- What are scout leaders' most prominent concerns when it comes to practicing inclusive scouting?

- Are leaders positive towards inclusive practice?

1.2 Outline of thesis text

Having introduced the research questions this paper will be attempt to answer, there will shortly be an introduction of the foundation of scouting in Norway. In the next chapter there will be definitions of the key terms *disabilities*, *inclusion*, and *outdoor life*, before an overview of some basic pedagogical principles, including the social constructivist theory. The rest of the second chapter will list the findings of several existing reports and articles on persons with disabilities and the challenges and barriers they face when spending time in the outdoors. In the third chapter we will visit various organizational documents, so as to be better able to relate the findings of the paper to the association's guidelines etc. The chapter will include, among other things, a description of the Scout Method, a brief history of inclusive practices in the scouts, and a look at the ground rules.

In the fourth chapter we will take a closer look at the method chosen for the research, as well as the development of the questionnaire used to gather information from the participating scout leaders. The chapter also includes comments on the validity and reliability of the research, as well as a discussion of the ethical aspects of the research. The fifth chapter describes the results and findings of the questionnaire, with certain comments on the value of the results to the thesis as a whole.

Chapter six will discuss the findings from the questionnaire in relation to the presented pedagogical principles, existing knowledge about barriers to inclusive practices and scouting as organization and method. Finally the results will be summed up and viewed according to the various research and sub questions.

1.3 What is Norges KFUK-KFUM-speidere?

Scout and guide associations worldwide have more than 40 million members combined (Norges KFUK-KFUM-speidere, 2013a). All of the associations derive from the same original idea that Lord Baden-Powell introduced with the first scout camp at Brownsea Island in 1907 (Sjøvold, 1990). It started out as a sort of military preparation for boys, and turned into a worldwide youth organization, where the differing situations in the various countries have led to uniquely adapted versions of the concept. To generalize, one could say scouting is an organized, instructive outdoor activity with a focus on peer to peer learning and personal development, all under adult supervision.

In Norway there are mainly two scouting associations; Norges speiderforbund, NSF for short, and Norges KFUK-KFUM-speidere, which is normally abbreviated to KM. KM is also known as the YWCA-YMCA Guides and Scouts of Norway, or Norwegian Y Guides and Scouts, in English (Norges KFUK-KFUM-speidere, 2009a). The two associations are quite similar, but have separate mission statements and ground rules. The core values of NSF are Outdoor life, Friendship, Cooperation and Experiences (Norges speiderforbund). KM is signified by its five values; Christian belief, Fellowship, Personal development, Outdoor life and Community involvement (Norges KFUK-KFUM-speidere, 2013a).

Image 1.3.1 - The five values, of Norges KFUK-KFUM Speidere

These form the basis for all activities planned and implemented by the association, though the local groups may focus more on certain of the areas than the others. Especially the area of Christian believes has been a point of attention lately, as the Norwegian Scout Law is up for revision, and the first paragraph which currently reads "A Scout is open to God and His word[1]" has been suggested changed to "A Scout seeks her/his own faith, and respects the faith of others[2]" (speiderlov.no, 2014), which by many is seen as a negative step away from the Christian value. Those in favor argue that the initial Scout Law by Lord Baden-Powell said nothing of religion, and that the more religiously open formulation will encourage children and youth from other religious backgrounds to become scouts, thus opening up for a more inclusive environment.

A reader with some knowledge of scouting will notice that while internationally there are two recognized terms – *scouting* and *guiding* – only *scouting* is used in this text. On an international level there are boy *scouts*, while girls are either *guides* or *scouts*, depending somewhat on whether they adhere to, respectively, the British or American scouting traditions. In Norway there is only one term, *speiding*. Since this literally translates to *scouting*, I have chosen to predominantly use this word within the paper, although female members of KM adhere to the British traditions and should therefore be called guides.

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[1] Author's translation
[2] Author's translation

1.4 Why include children and youth with disabilities in the scouts?

As we will continue to see in the following chapters, scouting is an activity based greatly on fellowship through the troop and patrol systems, and personal development through learning. Eva Nordland (2010) unites these two aspects when she writes that groups are good arenas for learning. As we will see from the pedagogical principles in the following chapter, learning is considered to be the basis of personal development, just as development is considered the key to further learning. Learning is also said to principally happen in social context. Learning the value of working together in one field will highlight the value of cooperation in other fields, consequently leading to a better society, Nordland (2010) writes.

Grue (2001) describes the 'Wallraff effect', so called after the German journalist who put himself in the place of a Turkish immigrant to better understand the attitudes society meets immigrants with. One of the interviewees in Grue's report describes how her friends, simply from knowing her and spending time with her, started paying more attention to disabling details of their everyday life; heavy doors, lack of hand rails on stairs (2001, p. 93). As Grue writes, they had been 'Wallraffed' without even knowing it. Combine this with the social constructivist view on disabilities and the Norwegian tradition for spending time outdoors – both of which will be further explained in the coming chapters – not to mention the five values of the KM scouts, and hopefully we will see that there are great benefits to both children and youth with and without disabilities in inclusive, instructive, outdoor activities.

2 Theoretical framework and existing knowledge

2.1 Definitions

2.1.1 Disability

First of all, when discussing inclusion of children and youth with disabilities in the scouts, or any other organized activity for that matter, it is important to remember that the word "disability" is an overarching term which covers a wide range of diagnoses. As is pointed out by Dokumentasjonssenteret (2008), the term covers youth with hearing, visual or movement impairments, autism, ADHD, epilepsy, Down syndrome, asthma, and many other diagnosis, but most children and youth may nevertheless "participate in a wide range of activities with, or without, adaptations, assistance and technical aids" (Dokumentasjonssenteret, 2008, p. 80).

Now, when a child is born with what Lev S. Vygotsky (1993) calls a *primary defect* or *organic impairment*, related for instance to hearing, vision, fine or gross motor skills or the central nervous system, the child might be in need of extra help and special education (Rodina, 2006). The way the child is met in society, will be reflected in its secondary disability. Vygotsky writes, "The psychological makeup of a blind person arises not primarily from the physical handicap itself, but *secondarily* as a result of those social consequences caused by the defect" (1993, s. 67). Hence the disability is constructed in and by society.

Some of the Norwegian articles we will look into later in this chapter reflect this view. The 2003 White Paper (Sosialdepartementet) and the 2004 inquiry about persons with disabilities and their use of outdoor arenas (Friluftsmeldingen), describe being disabled as a result of the combination of these two factors:

> *"Limited level of functioning – loss of, damage to or deviation of a body part or one of the body's psychological, physiological or biological functions, and*
>
> *Disabling conditions – gaps or disparity between the prerequisites of the individual and the requirements the environment or society put to level of function, in areas*

which are of significant meaning to establish and maintain independence and a social existence.[3]" (Friluftsmeldingen, 2004, p. 8)

Emphasis is put on the fact that having a limited level of functioning in itself does not make someone disabled. It is in the meeting with the disabling conditions that the disability arises. Thus, if the society had been better suited for everyone, many would perhaps not experience themselves being disabled the way they currently do.

It is difficult to tell how many people in Norway that are living with a disability, as it depends on the definition of disability at the basis of a study. According to a study of living conditions by Statistisk Sentralbyrå [SSB, Statistics Norway] in 2007, as many as 25,5% of the population aged 20-67 have some sort of disability. That number is based on the participants own statement that they have some sort of pain or disorder which to some extent affects their daily life and participation in activities (Kulturdepartementet, 2012). Another publication, states that one fourth of the population can be said to have disability if the definition is having hearing loss, visual impairment, reduced mobility or extensive cognitive or psychological difficulties. If the definition is concentrated to a person having any of the above mentioned disabilities as well as having health problems that affect everyday life in some or a large degree, the estimate is down to 15% of the total population (SSB, 2010).

2.1.2 Inclusion

The Norwegian Ministry of Culture defines inclusion as "removing obstacles for participation, recognizing different voices and creating equal opportunities for all individuals and groups in all areas of society[4]" (Kulturdepartementet, 2012, p. 11). This definition encompasses not only to inclusion of persons with disabilities, but to people with various sexual orientations, religions, national and ethnic backgrounds, and more, all of which are aspects that could be interesting to explore also within the scout movement. However, this paper will focus on the inclusion of children and youth with disabilities. The Ministry of Culture points out that cultural organizations have great potential as arenas for inclusion, and that they have a duty to work towards inclusive practices to the best of their abilities. The Convention on the Rights of the Child (UN, 1989) and the Convention on the Rights of

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[3] Author's translation
[4] Author's translation

Persons with Disabilities (UN, 2006) both assert the rights of persons with disabilities to participate in cultural and leisure time activities on the same level as anyone else.

Lack of inclusion might manifest as discrimination. According to SSB (2010), numbers show that 2% of the population in general and 7% of persons with disabilities have had the feeling of being discriminated against on grounds of health or disability. More women than men feel discriminated against, and more people under age 45 than over age 45 feel discriminated against. This is true of both the population in general and of persons with disabilities (SSB, 2010).

A review by the British Centre for Excellence and Outcomes in Children and Young People's Services (C4EO, 2009) points out that there is also several ways to understand the term *inclusion*, and mentions three distinct interpretations. One is *pseudo-inclusion*, where the children and youth with disabilities are accepted and welcomed, but there is little or no active work done to support their participation. Then there is *active inclusion*, where the activities are continuously adapted to facilitate the joined participation of children and youth with all levels of functioning. Third comes *opportunity inclusion*, which occurs in activities that are facilitated for children and youth with disabilities only, giving them the opportunity to experience the same activities as non-disabled children, on their own terms (C4EO, 2009). Such activities could be run by for instance disability specific organizations and unions.

2.1.3 Outdoor life

"Friluftsliv" is one of the five values of the KM association. It translates to "outdoor life", and includes more or less every outdoor activity from picnics in the park and evening baths in the lakes or sea, to Sunday hikes in the forest, weekend fishing trips and weeklong treks in the mountains. But it is not only the scouts who value these experiences. Spending time out in the forest, in the mountains, on the lakes or along the coast is considered a major part of the Norwegian cultural heritage, and is an important part of many Norwegians' lives. Stemming from the land's first inhabitants' need to hunt, fish and gather berries and other foods, outdoor life is now valued for its relaxing and recreational properties. It is seen as good arena for both spending some well deserved time alone as well as interacting with your friends and family. According to research, the Ministry of the Environment writes, more than 80 percent of the sample agreed that outdoor life leads to people gaining positive values (Miljøverndepartementet, 2001, Figure 3.1). The Norwegian Environment Agency refers to a

survey where 95% of the respondents state that nature is a significant contributor to a good life (Friluftsmeldingen, 2004). Nevertheless, the modern technology's influence on our lifestyle means that more people spend less time being physically active, and it is feared that the lack of contact with nature will make people lose interest in taking care of it (Friluftsmeldingen, 2004).

The right to use the nature is safeguarded in the public right to access uncultivated land (Miljøverndepartementet, 2001). In 2000 the Norwegian government put down a national goal for outdoor life. It reads "Everyone shall have the opportunity to engage in outdoor activities that are healthy, promotes wellbeing and are environmentally friendly, in their local community and nature as a whole[5]" (Miljøverndepartementet, 2001, Box 1.1). Children and youth are specifically targeted in the sub goals, as spending time in the nature is seen to promote both gross motor skills and physiological development. Being outdoors provides challenges, which the children learn from. As they grow older and accumulate more experiences, they can face more complicated challenges. Experiencing nature increases knowledge about and interest for it, and inspires a sense of ownership and commitment to nature's preservation (Miljøverndepartementet, 2001), a view that reflects the pedagogical principles in the next subchapter. Statistics show that persons with disabilities spend less time on outdoor activities like hiking and skiing, than persons without disabilities. Simple activities in the local area are more often undertaken than tougher activities further away, and there seems to be an overall increase in activity over the years (Friluftsmeldingen, 2004). This is interesting in light of the decrease in activity level in the general population. On basis of the describes situation, Friluftsmeldingen (2004) suggested that the Ministry of Environment should run a national pilot project to encourage organizations who focus on outdoor life to included persons with disabilities in their organizations. It seems this suggestion was not put into action, but in 2010 the government ordered the development of a national plan of action on how to further adapt existing outdoor areas, a plan that was finished in 2013 (Miljøverndepartementet, 2013).

2.2 Relevant pedagogical principles

John Dewey is often considered the most influential pedagogue of the 1900's, and it is from him we hear of *learning by doing* for the first time. This principle is based on the view that

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[5] Author's translation

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interest and activity were the foundation of all learning, and that all new knowledge is dependent on the child's pre-existing experiences (Dewey, Barnet og læreplanen, 2001a). Just like a map can give us the idea of a landscape, but never give us the detailed experience of an actual journey, so can the blackboard and textbook give us an overview of the material to be learnt, but never replace the learning that come from experience. For the child to learn, Dewey (2001a) claims, the map must be related to the child's previously acquired knowledge, and build upon it. Dewey continues to describe how learning from experience is to make a connection between the action we take, and its consequence. The action, Dewey writes, is an experiment we undertake to figure out the workings of the world, and so from our experiment – our *doing* – we learn (Dewey, Erfaring og tenkning, 2001b).

Jerome Bruner (2001) criticizes Dewey for putting too much emphasis on the child's interest and experience. Learning must spring from interest and experience, Bruner agrees, but to progress to the more abstract aspects of knowledge, one must move past what can be physically experienced. Bruner emphasizes that the links and structure of learning must be focus, as these links are what gives new experiences meaning – and here again he agrees with Dewey, as they both highlight the importance of learning to adapt and learn new things in an ever changing society (Bruner, 2001). Bruner writes that as far as possible and for two reasons, the goal of education should be to make the child discover things on his or her own. First, by discovering the subject matter themselves, the children automatically adapt it to their inner understanding, and secondly, the discovery in itself supports and promotes the inner value of learning, motivating the children to seek further knowledge (Bruner, 2001).

Lev. S Vygotsky introduces the Zone of Proximal Development. This is the ever shifting, hypothetical zone that is found between the child's current level of development and its level of potential development (Vygotsky, Ch. 6: Interaction Between Learning and Development , 1978a). This idea is based on the thought that learning and development are mutually inclusive, and that one cannot happen without the other. The idea of the Zone of Proximal Development is that the tasks the child can solve with assistance is what the child will soon be capable of solving independently, and that trying to teach the child anything harder than this will be futile. Bruner is said to have coined the term *scaffolding*, which in a large degree is based on this concept. Scaffolding implies working within a child's zone of proximal development, building a metaphorical scaffold for the child to hold on to while working

towards their next learning goal. The more trouble the child has, the more the help – or the sturdier scaffold – the teacher needs to provide (Bø & Helle, 2008).

Vygotsky's (Ch. 4: Internalization of Higher Psychological Functions, 1978b) theory on mediated activity explains how children learn and develop through social interaction with others. He describes social interaction as the use of tools and signs in mediated activity. The main difference between tools and signs, Vygotsky writes, lies in the way they orient human behavior. While the tool is a physical object and thus orients the human behavior externally, the sign is internally oriented. It is "a means of internal activity aimed at mastering oneself" (Vygotsky, 1978b, p. 55), such as though and language. Throughout the cultural-historical development, the various uses of such tools and signs are passed on from generation to generation, and as the new generation learns, they internalize their use. Thus, Vygotsky maintains that all functions of a child's cultural development appear in two ways, first socially and then psychologically and internally (Cole, 1996).All new experiences are related to and understood in the light of our previous experiences, something which also Dewey agrees to. Dewey (1938/1963, in Cole, 1996, pp. 109-110) states that "we live from birth to death in a world of persons and things which in large measure is what it is because of what has been done and transmitted from previous human activities." This idea of a socially constructed reality is reflected in Vygotsky's previously mentioned view on disabilities.

2.2.1 Learning in groups

Eva Nordland refers to Nyborg (1990) when she summarizes the process of learning as "a) doing, b) storing and c) cognitively processing the knowledge that has been stored" (Nordland, 2010, p. 15). She then continues to discuss how learning can be achieved in, and by the help of, groups.

In chapter 2 of her book *Gruppen som redskap for læring* [The group as a tool for learning] (2010) Nordland discusses several aspects that she considers to be of special importance to the development of a group. These are: 1) fellowship, what binds the group together, and the strength of the bonds; 2) climate, or the emotional tone between members; 3) pressure, the collective expectations for the outcomes of the group; 4) goals, the common objective the group is working towards; 5) structure, how the group is put together, and the official and unofficial hierarchy, and 6) control, formal and informal rules and how they are enforced. It is possible to quite thoroughly describe a group, its function and whether or not it is a good or

bad group, by using these six aspects (Nordland, 2010). Through examples Nordland (2010) shows how in a well-functioning group, there is a heartening fellowship, a positive climate, the members have a fairly equal level of expectation for the outcomes of their common goal, and the structure and control of the group is discussed, agreed upon and followed through. Also, in a well-functioning group, the fellowship, climate, structure and control will help the group to work towards the common goal, building on each others' strengths and learning from each other. In relation to the previously mentioned pedagogical principles, this can be seen as a good occasion for both mediated learning and peer-to-peer scaffolding. Belonging in a group is social belonging, and through realistic examples Nordland (2010) points out how this belonging is crucial to a person's development of identity and self worth, as well as the learning process.

2.3 Norwegian law and international commitment

Norway ratified the UN's Convention on the Right of the Child in 1991, and it was incorporated into Norwegian law in 2003 (Barne-, likestillings- og inkluderingsdepartementet, 2014). The convention's Article 23 states that every child has a right to a dignified life, and to participate in the community (UN, 1989). Furthermore, Norway's own Diskriminering- og tilgjengelighetslov [The Anti-Discrimination and Accessibility Act](2013) §5 expressively forbids any kind of discrimination on basis of disabilities. This law is relatable to the articles of the Convention on the Rights of Persons with Disabilities (UN, 2006), which Norway signed in 2007 and ratified in 2013. Up until the ratification of the convention, Norway adhered to Standard rules on the Equalization of Opportunities for Persons with Disabilities, which were adopted by the UN in 1993 (Dokumentasjonssenteret, 2007). In relation to this paper, special emphasis should be put on the Convention on the Rights of Persons with Disabilities Article 7 – Children with disabilities, which states that "State Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children." (UN, 2006). Also Article 30 – Participation in cultural life, recreation, leisure and sport is important. Article 30 paragraph 1 declares that "States Parties recognize the right of persons with disabilities to take part on an equal basis with others in cultural life". In addition, article 30 paragraph 5, stipulates the right of persons with disabilities to participate in disability-specific sporting and recreational activities, and compel state parties to "ensure that children with disabilities have

equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system".

2.4 Existing reports on the participation of persons with disabilities

Let us now consider some of the existing research and reports on children and young persons with disabilities and their participation in organized activities. With a foundation in the UN conventions and Norwegian laws, there is a "bipartisan endorsement of the main objective that all citizens shall have equal possibility of participation and the exercise of cultural and leisure activities[6]" (Dokumentasjonssenteret, 2007, p. 150), since participation is considered key in any person's personal development, feeling of social belonging, sense of mastery and general happiness (Dokumentasjonssenteret, 2007).

2.4.1 Physical factors that influence participation

Physical barriers occur when a normally used aid cannot be utilized in the specific setting where the youth participates, as with the young adults who have to remove their hearing aids when they go swimming (Løvgren, 2009). Messages given by a coach would have to be given before the hearing aid is removed, so in-action correction or advice is hard, and communication between two children, one with and one without hearing difficulties, would be complicated.

According to Dokumentasjonssenteret (2007), the main obstacles persons with disabilities meet when they wish to participate in cultural and leisure time activities are as follows:

- Lack of physical accessibility to buildings, facilities and outdoor areas

- Lack of transport options to and from the activities

- Weak personal economy

The following subchapters will look closer into these and other factors that influence children and youth with disabilities who wish to participate in activities.

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[6] Author's translation

Lack of desirable activities in the area

A general problem can be the lack of opportunities to participate, like no or very few activities to participate in, or that existing activities are not adapted to facilitate the potential participant's handicap (Løvgren, 2009). Dokumentasjonssenteret (2008) mentions the challenge the municipalities face in providing good, relevant opportunities where the children and youth live, and that the opportunities vary greatly between municipalities. Smaller municipalities with dispersed settlements tend to have poorer options than larger municipalities with a centralized population. Also, the financial situation of the municipality in question affects the quantity and quality of the provided services (Dokumentasjonssenteret, 2008).

Neither should one forget the question whether the available activities are desirable for the potential participants. Dokumentasjonssenteret (2008) reminds the readers that all youth, with or without disabilities, have diverse interests, and will choose activities based on their interest. If their only options are football and skiing, and they would rather play hockey, maybe they will abstain from participation completely.

Personal assistants

The Helse- og omsorgstjenestelov (2012) [Health and Care Services Act] § 3-2 states that it falls under the responsibility of the municipality to provide measures of social support; the same paragraph section 6 letter b, mentions specifically "personal assistance, including practical aid and training and support persons." Such assistance might be in the form of a *brukerstyrt personlig assistent* [BPA], which means "client controlled personal assistant", with tasks such as being a chauffeur, doing house work and gardening, walking the dog, shopping and helping with personal hygiene. A support person, or *støttekontakt* in Norwegian, is a personal assistant whose main undertaking is to provide some social stimuli to a person with disabilities; like going with them to the movies, a café or a museum. Several municipalities are these days trying out the new program Fritid med Bistand [Guided recreational activity], which is based on a tight cooperation between the service recipient, the municipality and a recreational or cultural activity of the service recipients choice (Fritid med Bistand, n.d.).

As Dokumentasjonssenteret (2008) points out, even though the municipalities are mandated to provide these services, the means by which they do so are up to them. Many municipalities provide additional services like "recreational assistants" and the "Attendant Certificate". The recreational assistant is like a support person, but is more tied to the specific activity, than to a particular person (NOU 2001:22). The Attendant Certificate allows a person with a disability to bring a companion along for a reduced price at public transport, movie theatres, sports venues, bowling alleys, museums, etc. In 2007, 346 of the then 431 Norwegian municipalities offered Attendant Certificates, but there is no record of the locations and services that accepted the Attendant Certificate (Dokumentasjonssenteret, 2007).

Financial issues

Volunteer organizations for children and youth in Norway can receive subsidies from the government (Dokumentasjonssenteret, 2008). According to Dokumentasjonssenteret (2007), general availability, meaning that the organization is open to all, is a requirement for benefitting from such funds. Grue (2006 in Dokumentasjonssenteret, 2008) claims that the last few years have shown an increase in subsidizing of disability specific organizations, possibly due to an increase in these organizations' awareness of their importance in the life of children and youth with disabilities.

In several municipalities, financial and other issues might mean accessibility is not prioritized. In 2007 a new grant scheme was established, with the goal of improving accessibility to 'green zones" in cities and neighboring areas (Dokumentasjonssenteret, 2007). Such improvement can be to the roads and trails through local parks and forests, river walks, and handicap friendly toilet facilities and water ramps for wheelchairs at beaches and swimming areas.

Personal finance is also an issue. Though there are many support systems in place, several of them require a deductible, and as persons with disabilities often have a more restrictive personal economy, to a degree based on their limited access to working life, this constitutes a barrier. The support one receives is also dependent on the municipality's financial situation (Sosialdepartementet, 2003).

Technical aids

In Norway, everyday technical aids like wheelchairs and hearing aids are provided by *Hjelpemiddelsentralen*, which translates to *the aid central*, and is a part of Arbeids- og velferdsetaten [NAV], the Norwegian Labor and Welfare Service. There is an aid central in each county, to which the local municipalities adhere. Their task is to provide competence, resources and technical aids, and offer reparations, maintenance and adaptations to existing technical aids. They also provide interpretation services for the deaf and deaf blind (Arbeids- og velferdsetaten, 2014). It is often pointed out that while this system in general is a good one; there is room for improvement, for instance in connection with the quality of the service and the users' lack of influence on the system (NOU 2001:22) and (Sosialdepartementet, 2003). Several recent news articles report on the bureaucratic trapdoors of the system, as for instance one man must send in a medical certificate every ten years to prove his legs are still amputated, in order to receive the support needed to renew and maintain his prostheses (Fossum & Kessel, 2014).

In addition *Folketrygden,* through another section of NAV, provides financial support to anyone under the age of 26 who needs specially adapted equipment to participate in activities (Dokumentasjonssenteret, 2007). Both Friluftsmeldingen (2004) and Dokumentasjonssenteret (2007) suggested that the age limit be removed due to the importance of being active and getting around, but state that as long as the costs of this are not incorporated into the national budget, that is unlikely to happen.

Transport

According to Dokumentasjonssenteret (2007), one of the main obstacles to equal participation is lack of transport options. Some could argue that Norwegian public transport systems are well developed and easily accessible, especially in the cities and urban areas. However, in the 2001 NOU report it is estimated that 10 to 12% of the population have problems accessing public transport. Arguably, since then both the national railway service and Oslo's subway and tram system have upgraded their train sets to have step free entrances (though both the railway and tram sometimes substitute with older train sets), but that does not mean we do not have a long way to go. Not to forget the rural areas, where accessibility might be even lower.

Public transportation also accept both the Attendant Certificate, which gives the attendant of a person with disabilities a discount on the ticket, and the "Senior discount", which by extension also covers persons with disabilities (NOU 2001:22).

Though it is not mandated by law, all Norwegian counties have a transport service, and in 1999 there were about 118 700 users registered (NOU 2001:22). This service is called "TT-tjeneste", which stands for "Adapted Transport Service", and involves a quota of travels by regular or specially adapted taxi. However, the rules and regulations vary between counties and municipalities. There may be a maximum number of journeys, a maximum distance to travel, or a certain amount of money to spend or get refunded, and some places the service is limited to the municipality or county (NOU 2001:22). In special cases a person with a disability might also get subsidizing to buy a car (NOU 2001:22).

Universal design

Universal Design is a concept developed by The Centre for Universal Design at North Carolina State University, USA (Friluftsmeldingen, 2004). The idea is that all products, buildings and arenas should be designed to fit all persons, without the need for special adaptations. The Norwegian Anti-Discrimination and Accessibility Act §9 states that all public sectors and private sectors directed at the public must strive to make their facilities accessible to all, so far as doing so is not a disproportionate burden to the sector (Diskriminerings- og tilgjengelighetsloven, 2013). 'Disproportionate burdens' could apply for instance to a building of special historical or cultural value, were the act of making it accessible would diminish its uniqueness. New buildings all have to be accessible. Still, as seen above, lack of physical accessibility is one of the main obstacles to participation, not surprisingly as several newly built buildings, like schools, sports arenas, and even major projects like Gardermoen Airport and Oslo Opera House, are reported to lack important features of accessibility. So are several areas that should have been upgraded according to the Anti-Discrimination and Accessibility Act (NOU 2001:22). Such obstacles can be poor parking facilities, bad lighting or signing, lack of elevators or wheelchair ramps, and poorly adapted toilets and changing rooms.

The idea of universal design is also applied to areas of outdoor life where possible. As is pointed out by Dokumentasjonssenteret (2007), the key issue here is the balance between full accessibility and nature preservation. In a news article from 2012 (Sætra, 2012), we learn

how a hobby photographer had been granted a motorized wheelchair attachment to enable him to drive along the rougher forest paths and take pictures. However, with the motorized attachment, the wheelchair was classified as a moped, and as such was not allowed on the forest paths. This happened several years after a White Paper established that the restrictions regarding persons with disabilities and their right to use motorized vehicles in nature should preferably be reviewed with a view to make at least certain areas more accessible. (Miljøverndepartementet, 2001). Direktoratet for naturforvaltning (2004) also stated that while the protection of special or vulnerable areas must still be a priority, it would be possible to make arrangements that would enable persons with disabilities to gain access.

2.4.2 Social factors that influence participation

Stigma and lack of knowledge

There are social factors that may inhibit inclusion through participation in after school activities. In NOU 2001:22 it is pointed out that many children and young adults with disabilities refrain from participating in organized activities due to the attitudes the meet, or fear to meet. Interviewees in other studies tell of friends who have refused to acknowledge their friendship, because they do not want to be seen together with someone with a disability (Grue, 2001). A fear that society might not understand and accept the disability is in fact enough to cause depressions and anxiety, as is the case for some of the young adults with epilepsy, and the result of this might be social isolation (Løvgren, 2009).

Certain disabilities, like asthma, lung and heart diseases or epilepsy, are invisible unless the person has a seizure. If the instructors or activity leaders are not aware of the full extent of such disabilities, they may unintentionally harm the affected child or young adult. Some also say that they have been called lazy or boring because they cannot participate, and experience that they have a problem legitimizing their restrain (Grue, 2001). One girl portrays the problem of having a dance instructor who did not fully understand the problems she faced with her asthma. Even though she had both had enthusiasm for the dance and a fine talent, she finally quit when she could no longer handle the pressure from the instructor about training harder and more often (Løvgren, 2009).

Lack of knowledge may also be expressed in a way that is often excused – because "We just didn't think about it that way". This is often the excuse when something is not completely

accessible, as the example in NOU (2001), where the whole building is accessible, except the podium, because no one thought there might come a visiting lecturer in a wheelchair. But as is pointed out, when oversights like these happen on a regular basis, it is no longer an oversight, but the structure of the society. It is a structure that can be said to hold persons with disabilities to be of inferior worth, and since this is a negative structure, it should be altered (NOU 2001:22).

Underestimation of abilities and overprotection

Other social barriers can also be linked to lack of knowledge, often with regards to how a certain handicap inflicts a person's abilities. A girl interviewed by Løvgren (2009:33), for instance, describes her time in the scouts. While she always found that the activities were manageable and trips adapted to her difficulties, having Cerebral palsy, when she got older and was promoted to scout leader, she started feeling that she was disregarded when important tasks where assigned, even though she was older and more experienced that some of the other leaders.

Grue (2001) describes the role of parents' attitudes. Parents of children with disabilities may more easily become overprotective of their child, and if they do, they may inadvertently inhibit their child's possibility to participate in activities, or their freedom to go along with their peers as they widen their field of reach. Correspondently, he describes the benefits of situations where the parents encourage the child to try and to participate in as many things as possible. This leads to a valuable feeling of mastery on the child's part. He also points out that many would find it hard to distinguish between overprotecting and caring, and no matter what end of the scale the parents keep to, their goal is always to do the best for the child, though they all show it in different ways (Grue, 2001).

Denial of the disability

Some may deny that there is anything unusual about the child at all. Grue (2001) interprets many of these cases as an especially firm attempt at normalization, which has its roots in our cultural focus on normality. Unfortunately, this may lead to the child being perceived as 'lazy' or 'difficult' instead, and being told to 'pull yourself together'. This constant stream of negative feedback may damage their relationship to the adult, not to mention the physical and psychological aftermath of the disregard for their problems (Grue, 2001).

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In the 1970's, when the idea of integrating pupils with disabilities into regular school became prominent in Norway, a similar problem of denial occurred in the schools. Teachers were forced to take on a responsibility they neither wanted, nor wanted to deny, and so the solution often became to treat the children with the disabilities, like any other pupil, without special adaptations or allowances (Grue, 2001). This obviously made school life more challenging than it had to be for the affected pupils.

Empowerment

The NOU report (2006) mentions empowerment as a positive effect of participating in organizations. More specifically, it discusses the empowerment of learning about and participating in the democratic processes of running the local branch of their organizations. In the scouts, anyone above the age of 15 can participate as an assistant leader in a local group (Norges KFUK-KFUM-speidere, 2013b). That means participating not only in leading the activities, but in planning them. As assistant leaders they are members of the group board, and can be elected to represent the group in the regional board. However, not all scouts at that age choose to participate, and one could suppose that those who do, would have found ways to participate in a similar fashion anyway. However, it is important that the older leaders support and treat all the younger leaders properly. Løvgren (2009) tells the story of Silje, an 18 year old girl with CP who after several years of feeling accepted and included in a scout group, is excited to take a leading position in her group. However, she starts to experience that other, younger and less experienced leaders are given more responsibility. Sometimes she feels that her abilities are underestimated, other times she feels that they are trying to protect her from overexerting herself. What could have been a very positive and empowering experience for Silje, is diminished.

2.5 Inclusive versus diagnosis specific organizations

Although participation in organized activities is mostly deemed important for a person's personal development, social inclusion and quality of life (Dokumentasjonssenteret, 2007), not all documents and research support this claim. The benefits of participation are discussed in, among others, a report that considers the impact of after school activities on the wellbeing and self esteem of children and youth with disabilities. More specifically, the NOVA report

(Løvgren, 2009) is looking to identify aspects that hinders and helps young adults with disabilities in their participation in organized activities; whether participation in organized activities facilitates social belonging; and how participation influences their self-esteem and identity. It is based on interviews of 29 young adults, ranging from 16 to 31 years of age, all with a disability within either movement, surroundings, communication or cognition – that is respectively cerebral palsy, asthma, hearing loss and epilepsy. Based on the interviewees' descriptions of experiences in participation, the report states that most organized activities are conservative and reproduce social stigma and exclusion. It also concludes that even though some of the young adults benefited from participation in the organized activities, most of them seemed to consider participation in after school activities an unimportant part of their daily life (Løvgren, 2009).

Grue (1998 and 1999 in (Dokumentasjonssenteret, 2008)) finds that the older the children get, the lower is their participation in organized activities. Conversely, they spend more and more time with other persons with disabilities. Both of these points are presumably due to the fact that older children and youth often travel about in a larger local region while children and youth with disabilities do not necessarily have the possibility to travel around in the same way. While previous studies have shown that youth with disabilities participate less in volunteer organizations than their non-disabled peers (NOU 2001:22, 2001), findings from the 2002 research Ung i Norge [Young in Norway] show that they are often well represented in such activities. Whereas 39% of youth aged 13-19, without disabilities, attend some form of organized activities, as much as 55% of youth in the same age, with disabilities, attend. It could be suggested that this has to do with the youth being members of diagnosis specific organizations. The same study showed that youth with disabilities have, on average, more memberships than their non-disabled peers; a 1,04 memberships against 0,64 (Ødegård, 2006). Other research shows that persons with disabilities do not have any more *passive spare time* – that is TV-watching, etc - than persons without disabilities (Sosialdepartementet, 2003), so the key aspect seems to be that they spend their *active* spare time differently.

Based on the findings of the "Ung i Norge" study from 2002 support the idea that local activities with regular meeting facilities boast participation from children and youth with disabilities, though the study sample was too small to make definite conclusions. Still, this may be the reason that a higher amount of youth with special needs than non-disabled state that they are members of organizations, such as political and religious organizations, choirs,

bands and the scouts. Only in sports clubs are youth with disabilities underrepresented (Dokumentasjonssenteret, 2008) and (Ødegård, 2006).

While some children and youth with disabilities do not wish to participate in activities specifically for persons with disabilities (NOU 2001:22), Grue (2001) points out that participation in a diagnosis specific organization might be a "platform to develop a security and social competence that will make it easier to participate in 'ordinary' children's and youth' organizations. It might also provide a break from everyday life where their disability might quickly end up being the focus point of other's attention. Interviewees in both Grue's (2001) and Løvgren's (2009) reports say spending time with other children and youth with a disabilities is easier, because they do not have to explain so much. Assistanse (2008 in Dokumentasjonssenteret, 2008) also mentions the benefit of diagnosis specific organizations in meeting peers and acquiring role models who have met the challenges they face themselves.

3   Organizational documents

3.1 Definition of terms used in scouting

The choice of the term *scouting* over *guiding* has already been mentioned. There are also certain terms that indicate both the geographical belonging of a group, and several ways to denote ways of dividing scouts within the group.

The *Krets* or *Krins* is the region a group belongs to. It is similar, but not equal, to the county. The KM association is divided into 20 such areas (Norges KFUK-KFUM-speidere, 2013a), while Norway as a country comprises 19 counties. Each region has its own board of management, and is run as a local branch with its own ground rules and organizational provisions. Each region is then divided into several local groups. In densely populated areas, there might be several groups within one municipality, while in lesser populated areas; one group might cover more than one municipality. In Norway's 428[7] municipalities, there are approximately 300 local scout groups (Norges KFUK-KFUM-speidere, 2013a). However, not all of these groups are actively running – some are dormant with leaders trying to recruit scouts, and some are in the process of being phased out[8].

A group will then be divided into any of up to ten age based units (including family units, student and adult units, and units for persons with disabilities), depending both on what is deemed necessary based on the age of the group members and the available leaders' decision. Youngest unit are *flokk*, meaning *flock*, older units are *tropp* or *troops*, and the high school, student and adult *lag* are *teams*. The overarching term for these is *arbeidsgren* (Norges KFUK-KFUM-speidere, 2013b) or *work branch*, but for simplicity, the word *troop* will be used throughout this paper. While the intention is to split the meetings by active troops, it is up to each group and its leaders how they want to split the meetings. For instance a group with few participants in one or several troops might decide to keep common meetings for several troops. In my local group, most meetings are held together as one group for everyone from our two 7 year old Explorers to the many more, up to 16 year old, Wanderers. Depending on the activity we might split into several smaller groups based on the intended

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[7] http://www.kartverket.no/Kunnskap/Fakta-om-Norge/
[8] Personal experience from contact with group leaders and regional offices

troop system, but equally often some of the older scouts may take responsibility for the learning and participation of the younger ones.

The current age based troop system is described in the table below:

Norwegian name	English translation	Description
Familiespeider	Family scouts	For families with children below the age of 5
Hare	Hare	1st graders, not part of the official program the last few years, but still maintained by some groups]
Oppdager	Explorer	2nd-3rd graders
Stifinner	Pathfinder	4th-5th graders
Vandrer	Wanderer	6th-10th graders
Rover	Rover	High school pupils
Konfirmantspeiding		14-15 year olds, part of church confirmation program
Studentspeiding	Student scouting	College/university students, included in the Organizational provisions §1.7 as adult unit
Speiding for personer med funksjonsnedsettelser	Scouting for persons with disabilities	Not currently part of the official program
Engang-Alltid	Once-Always	Adults, often senior citizens, included in the Organizational provisions §1.7 as adult unit

Table 3.1.1 – Norges KFUK-KFUM troop system

A *leader* is any scout over age 15, who holds a leading position within the group. The hierarchy starts with the group leader, who is supposed to be chosen at the group conference. Any scout over age 15 is eligible for leading roles, but the group leader must be above age 18 (Norges KFUK-KFUM-speidere, 2013b). After group leaders come the various troop leaders and assistants. In addition the various troops are divided into patrols, each with a patrol leader, or so called *peff,* and a peff assistant. In some groups the peff and assistant are merely

formal titles, denoting for instance that the scout has participated in a numbers of scouting courses and classes outside of their local group. In other groups the peff has a practical function, in so far that special peff meetings are held, during which the leader and peff plan the following scout meeting. The actual conduction of the following scout meeting is left to the peff and assistants, with the leader acting merely as a supervisor or contact person.

Badges are a typical way for scouts to show their skills and merit. There are badges for the various age based units, and badges that can be adapted to several or all troops. Some are simple enough to be acquired during one scout meeting; others are project badges that require several meetings or even several weekend trips to accomplish. Acquired badges are sewn onto the scout uniform as an indication of skills. On a Norwegian scout's uniform, the badges on left side denote their belonging, both geographically and within the association, while the right side sports their merit badges and badges from activities they participated in (Norges KFUK-KFUM-speidere, 2010).

A *camp* or *jamboree* is an event lasting a series of days, anything from a weekend and upwards, where scouts from one or several groups, regions or even nations gather to spend time together. In Norway, the scouts will put up tents and build tables and other structures out of rope and supple timber (called *pioneering*), each group creating their own camp area on a shared field. Mealtimes are usually spent with the group, but during the day there will be common activities like cooking and pioneering courses, canoeing and religious studies. A 24 hour period is often spent on a *hike*, where the patrols will take only the most necessary equipment and walk a predestined route to an overnight site away from the camp.

3.2 The Scout Method

The World Organization of the Scout Movement [WOSM] describes the Scout Method as a non-formal self-education system, made up of seven themes. These are the scout law and promise, learning by doing, the patrol system, a symbolic framework, personal progression, nature, and finally, adult support (WOSM, n.d.). The World Association for Girl Guides and Girl Scouts [WAGGGS] substitutes the symbolic framework for service in the community, and also adds international experience to the method, but otherwise the two associations agree on the method (WAGGGS, n.d.).

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The law and promise sets the basic rules of a scout's life, something we will come back to later in the chapter. Learning by doing is easily recognized as the principle developed by John Dewey. One can speculate as to whether Baden-Powell was inspired by his contemporary when he in January 1912 wrote in *The Scouter* that "The secret of sound education is to get each pupil to learn for himself, instead of instructing him by driving knowledge into him on a stereotyped system." In his 1920 publication *Aids to Scoutmastership*, Baden-Powell wrote that "It is the Patrol System that makes the Troop, and all Scouting for that matter, a real co-operative matter." This can be seen to reflect the scaffolding theory we saw previously. Norwegian Wanderer troops are able to qualify to NM i Speiding, the National Scouting Championship, where cooperation is so highly valued, it is judged as a considerable aspect of several disciplines during the competition. 100 of the achievable total of 500 points consider patrol environment and cooperation (NM i Speiding, 2011). In other situations where the scouts need it, they receive adult support, and the adult is seen as a supervisor and guide. Learning by doing, the cooperative patrol system and the adult supervision help personal progression, which is also one of the five values of the KM association. Norges KFUK.KFUM-speidere (2013a) writes that as the scouts grows in age and experience, so does their challenges and responsibility, all within the safe frame of scouting and under guidance of their leader.

3.3 A brief history of scouting for persons with disabilities

According to "Ja, jeg vil!" (Sjøvold, 1990), the English scouts started their first *Extension Work* already in 1919, a mere 10 years after the first official boy scout troops (and unofficial girl troops) saw the light of day in England, inspired by Robert Baden-Powell. Baden-Powell was later granted peerage by the British king, and took the title Lord Baden-Powell of Gilwell, after the international leader training center he had created (WOSM, n.d.). The idea of the extension work was to provide scouting experiences to children and youth with handicaps, as it was deemed especially important that these children experienced something akin to a normal life. The Norwegian girl guides soon followed their English sisters, starting the first troop for children with special needs at Dalen school for the blind in Trondheim in 1927 (Sjøvold, 1990). In June the same year, the scout magazine *Speideren* carried an article of the adoption into Norsk Speidergutt-Forbund (now NSF) of the first Norwegian scout troop

at a home for boys with difficulties adapting to society (Stensrud, Strengehagen, Sjønnesen, & Egenæs, 2006).

From *Extension Scouting* the name changed to *Handicapped Scouting* and later *Disabled scouting* (Sjøvold, 1990). These troops were included in their local and regional events to varying degrees. Stensrud et al. (2006) mentions for instance a scout troop from Sophies Minde orthopedic hospital, which was very active in the fifties. They went along with a local Oslo group to camps, and while they slept indoors, they were out all day, participating in the regular camp activities. Some used wheelchairs or even simple crates on wheels to get around! The first Extension Camp, targeting mainly scouts with disabilities, was held in 1951. It was lead by Marie Treschow, who herself had become paralyzed after an accident, and was considered a pioneer within the field of scouting for persons with disabilities. She among other things created pamphlets and booklets of information and suggestions (Stensrud et al., 2006).

Later, as new medical treatments were developed and the treatment time at hospitals went down from years to sometimes just a few weeks, the hospital troops were dissolved (Stensrud et al., 2006). In the 1980's the idea of inclusion starting to gain ground, and as special schools and institutions were closed down in favor of inclusive schools, so were many of the troops for children and youth with disabilities (Sjøvold, 1990). As the children moved from the institution and back home, some kept in touch with their scout leader and fellow scouts via letters and a handwritten book of scouting activities that was mailed to and fro (Sjøvold, 1990). Others enrolled in their local scout group when they got back home, using the scouts as a "gateway to local society" (Stensrud et al., 2006, p. 8)

After a series of leader courses on scouting for handicapped people in the eighties, the first Integration Camp was held in 1987. With 8-10 participants with disabilities and 20-25 scouts without disabilities, the main goal of the camp was that the participants learn to interact, help each other, and understand that everyone has something to contribute to a group. By then there were also inclusive groups who participated in larger events, like the Sarpsborg KFUM group who participated in a national jamboree at Røros in 1972 (Stensrud et al., 2006).

In 1998 two peffs from Brønnøysund asked their leaders' support to start a patrol for persons with disabilities (Stensrud et al., 2006). This was the start of De Makalause, one of currently only two scout groups in KM who have separate troops for children and youth with

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disabilities[9]. The other one is Blåveisspeiderne from Øksnes, who are greatly inspired by De Makalause (Enstad, Det er best å være sammen, 2013). In the about 300 current scout groups, there are only these two known troops that work specifically with children and youth with disabilities. Therefore one must assume that most children and youth with disabilities who participates in the scouts are included in the regular troops. However, there is little information on how many of the currently approximately 11.000 members (Norges KFUK-KFUM-speidere, 2013a) that are children and young adults with disabilities, as the membership directory includes only name, age and contact information[10].

3.4 Rules and regulations

3.4.1 Internationally united associations

Female members of KM are by extension members of the international association Young Women's Christian Association [YWCA]. The YWCA works to improve the situation of women all over the world, by focusing on health, education and the human rights of women and children (Norges KFUK-KFUM-speidere, 2009b). Furthermore, both male and female members of KM are members of Young Men's Christian Association [YMCA], which has a humanitarian goal of supporting children, youth and women in counteracting discrimination and suppression (Norges KFUK-KFUM-speidere, 2009b). YWCA and YMCA are youth organizations, but not scouting organizations. Of international scouting organizations we find WAGGGS and WOSM. Female members of KM are affiliated with WAGGGS, while male members are affiliated with WOSM. As previously seen WAGGGS and WOSM mention Personal Progression, Learning by doing and Teamwork through the patrol system as key aspects of the method of scouting. This entails a "variety of stimulating activities and challenges which encourage the individual to contribute to the best of her ability to ensure the success of her group's activities" (WAGGGS, n.d.). On its *Mission, Vision and Strategy* page WOSM's states that

> *"The Mission of Scouting is: To contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world*

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[9] Private correspondence with Are Shaw Waage, Constituted General Secretary of Norges KFUK-KFUM Speidere, September 16th, 2013

[10] Private correspondence with Birgitte Terjesen, scout group leader, November 4th, 2013

where people are self-fulfilled as individuals and play a constructive role in society." *(WOSM, n.d.)*

Though neither WAGGGS nor WOSM mentions persons with disabilities specifically in their visions or mission statements both emphasize the value of fellowship. Learning together, and from each other are key aspects, as is inclusive practices. Everyone should be allowed to participate on their own terms, and progress at their own speed. WOSM also lists breaking down societal barriers to reach more people as a strategic priority (WOSM, n.d.).

3.4.2 Association ground rules

§ 3.1 in the ground rules of Norges KFUK-KFUM-speidere it is stated that the association builds on the principles of WAGGGS and WOSM (Norges KFUK-KFUM-speidere, 2013c). As just mentioned, none of these world organizations mention persons with disabilities specifically, but they are both open to all, and have a goal to work towards a better world through a more open and accepting society. The KM association is also open to all, as § 7.1 in the ground rules reads "Norges KFUK-KFUM-speidere is open to all, notwithstanding faith, religion, ethnic belonging or nationality[11]" (Grunnregler, 2013c). §9 on equalization states that all people are equal and that all children and youth must be given the same opportunities to express their abilities (Norges KFUK-KFUM-speidere, 2013c). Again persons with disabilities are not mentioned specifically; however the formulation is not so that it gives room to discriminate on any other basis. This is in accordance with the Norwegian Anti-Discrimination and Accessibility Act.

3.4.3 Scout Promise and Scout Law

To become a scout, one must pledge the Scout Promise. All national varieties are based on the original promise and law by Baden-Powell, and continue to develop as the organizations modernize (WAGGGS, n.d.). All versions of the promise and law must be approved by both WAGGGS and WOSM (Norges KFUK-KFUM-speidere, 2013b). The Scout Promise for the KM organization is cited in the ground rules § 6.2 (Norges KFUK-KFUM-speidere, 2013c), and reads "In belief of God's help, I promise to serve God, help others, and live according to the scout law" (Norges KFUK-KFUM-speidere, 2009a). Furthermore, to become a

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[11] Author's translation

recognized leader, one has to sign a leader declaration as cited in the ground rules § 3.4 (Norges KFUK-KFUM-speidere, 2011).

The Scout Law is more a code of conduct than actual rules and regulations, however, the paragraphs of the law do dictate the general behavior of a scout to a large extent. As previously mentioned, the Norwegian Scout Law is up for revision. The revision is done in cooperation between KM and NSF, and the process started in 2011 and is estimated to be finished in 2015 (speiderlov.no, 2014). The religious and spiritual aspects of the various suggestions to §1 are what have gathered most attention, but there are other paragraphs of higher relevance to this paper. The current scout law mentions being helpful and considerate, being a good friend, attempting to understand others, and working for peace and understanding. In the suggestion to the new law there is a paragraph that specifically mentions treating everyone as equals. This could perhaps be a nice step towards a more inclusive approach.

The Current Scout Law[12]	New official suggestion, January 2014
1. A scout is open to God and His word	1. Three alternatives:
2. A scout accepts responsibility for him/herself and others	- A scout is open to God
3. A scout is helpful and considerate	- A scout seeks her/his own faith, and respects the faith of others
4. A scout is a good friend	- A scout works for peace and respects the faith of others
5. A scout is honest and trustworthy	2. A scout is a good friend
6. A scout knows the nature and protects it	3. A scout takes care of the nature
7. A scout thinks and acts independently, and tries to understand others	4. A scout treats everyone as equals
8. A scout does his/her best in difficulties and troubles	5. A scout is trustworthy
9. A scout is frugal and attempts to manage on his/her own	6. A scout makes do with little
10. A scout works for peace and understanding between people	7. A scout works for peace
	8. A scout takes responsibility and leads the way
	(speiderlov.no, 2014)
(Norges KFUK-KFUM-speidere, 2013a)	

Table 3.5.1 – The current Scout Law and new suggestion

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[12] Author's translation of both current scout law and new suggestion

3.5 The Scout Handbook and other sources

An important source of information for many scouts is Speiderhåndboka (2010), or "The Scout Handbook". The newest edition of this book does contain a chapter on persons with disabilities, chapter 21 "Ansvar for hverandre" [Responsibility for each other]. The chapter emphasizes the duty of the scout to help those in need, explains some categories of disabilities and how to approach people who have them. However, there is nothing specifically on including persons with disabilities in a scout group.

A quick search on the association's webpage www.kmspeider.no reveals little more. In fact, searching the Norwegian word for disability, "funksjonshemming" yields two results, only one of which is really relevant. That is a document on the Rover program from 2008 with a small section saying

> *Flexibility in the program structure makes it easier to adapt the activities to the scouts in*
> *your own group. The program should give each scout the possibility to grow and develop,*
> *be feasible for scouts with various types of disabilities and have inclusive vocabulary[13].*
> (Norges KFUK-KFUM-speidere, 2008, s. 11)

Searching "funksjonshemmet", Norwegian for "disabled", yields four more results. Two more news items – one regarding one the remaining patrols for disabled youth – a suggested activity on a project badge and a scouting dictionary reference, where again disabilities are explained[14]. Scouts are encouraged to borrow a wheelchair or take other measures to experience being disabled themselves, but there is still no mention of inclusion in the scouts.

On the association's program and activity pages www.speiderprogram.no we have little more luck. Searching the Norwegian word for "disability" yields nothing, while "disabled" gives us two hits. One is an anti-discrimination activity for Pathfinders, the other is an anti-discrimination activity as a part of the international project badge "Our Rights, Our Responsibility". In both, disabilities are mentioned as something that might cause a person to be discriminated against, and the scouts are asked to discuss how being discriminated against on disability grounds, would make them feel. Some roaming around the webpage reveals a few more activities and badges with mentions of persons with disabilities. However, they are

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[13] Author's translation
[14] http://www.kmspeider.no/_old/no/Speidere/Speiderprogram/Speider/Samfunn/Diverse+Annet/Funksjonshemmet.9UFRzK14.ips

mostly concerned with discussing discrimination on grounds of disabilities, or doing some kind of activity blindfolded or with some other pretend handicap to see how it would be. Again, there is little about inclusion, but it will be exciting to see if disabilities and inclusion is given more priority in the coming year, as the current program is up for revision (Enstad, 2014).

As a final attempt to uncover information about inclusive practices, we turn to Norsk Speidermuseum [Norwegian Scout Museum]. The scout museum is both independent and inclusive of both the NSF and KM association, and they run two web pages. www.speidermuseet.no is a webpage with choice articles on scouting's past and present. From there one can order a periodical, issue number 15 of which is titled "Speider – Tross Alt! [Scout – Despite everything!]. This issue is dedicated to scouts at hospitals, institutions and special schools. The museum also runs the wiki page "Speiderhistorisk leksion"[15] [Scout History Encyclopedia], where various search quests for disability related words and scout terms yield little results beyond that of names of scout leaders involved in various inclusive work.

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[15] http://leksikon.speidermuseet.no/wiki/Hovedside

4 Methodology

4.1 Choice of method

As seen above, there is a rather low amount of information about inclusion of children and youth with disabilities in the scouts. Therefore I decided to go for a method that would hopefully provide some basic background information, aiming to find out what characterizes the inclusion of children and youth with special needs in the Norwegian scout association Norges KFUK-KFUM-speidere.

Tranøy (1968, p. 196, in Dalland, 2010, p. 83) writes that a method is "a procedure, a means to solve problems and come up with new knowledge." The choice of method depends on what problem or knowledge the researcher wants to investigate, and what type of data or information that is needed in the investigation. Methods are often defined as either quantitative or qualitative, depending on the type of data that can be acquired through their use. In general, qualitative methods are used to find data that gives a detailed, in-depth description of a specific phenomenon, as a means to gain understanding of said phenomenon (Dalland, 2010). By contrast, quantitative methods are used to find larger amounts of comparable data from several units of study – for instance survey respondents in social research – to give a precise and systematic explanation of a phenomenon (Dalland, 2010). De Vaus (2002) writes that one benefit of quantitative methods compared to qualitative ones, is that quantitative methods can more easily be generalized to the population. On the other hand, quantitative methods are often summarized as "sterile and unimaginative but well suited to providing certain types of factual, descriptive information – the hard evidence." (de Vaus, 2002). However, rather than adhere to the distinction of qualitative and quantitative methods, de Vaus would compare methods that yield structured and unstructured data. A survey, e.g. in form of a questionnaire like here, will yield structured, systematic data suitable for systematic comparison. As de Vaus puts it, a survey "is a structured approach to data collection and analysis [and it] relies on a particular logic of analysis" (2002, p. 7).

The benefit of a questionnaire is the ability to gather large amounts of data in a relatively short time. I chose to use an online tool to create a web page based survey and distribute an invitation to the potential respondents via email. The benefits of this type of questionnaire is that it is time and cost effective in the view of number of respondents, it allows for a wider

range of questions, the respondent may answer in her or her own time, and it allows for complete anonymity (Dalland, 2010). A main limitation is the researcher's ability to ask the right questions, and to formulate it the questions in such a way that all the respondents respond based on the same understanding of what the question asks. There is little opportunity to absolutely ensure that the respondents understand the question the way it was intended to be understood. Nor can one be sure who actually answered the survey (Dalland, 2010). It is also worth noting that using email as means of distribution and a web page based survey naturally restricts the sample to the part of the population who have computer and internet access – though that number is probably quite low in Norway, and one can assume that scout leaders are mainly within an age range where computer access would be a natural part of everyday life. The risk that those who do receive the email might consider it unwanted spam, however, increases (de Vaus, 2002).

The questionnaire was designed using the University of Oslo's questionnaire tool Nettskjema. Nettskjema is a free tool developed for all the university users, simplified so that responses are automatically gathered in a closed data base, accessible only to the administrator of the survey (Universitetet i Oslo, 2014).

4.2 Population and sample

De Vaus defines population as "a precisely defined set of elements from which a sample is drawn" (2002, p. 362). In this context, the population is all the individuals that make up the group of people the researcher wants to find out about. But as Gall, Gall & Borg (2007) points out, that group is usually too large for the researcher to study each individual. Thus the researcher must study a sample of individuals instead, and attempt to generalize the findings to the entire population.

Of the two scouting associations in Norway, this thesis is focused on Norges KFUK-KFUM-speidere. Being a member of KM, I have some knowledge of the association and its activities, as well as contacts within the association. For a while a joint survey within both associations was considered, but since I had neither connections within NSF nor the same knowledge of its association, sticking to KM seemed the better solution.

KM is made up of approximately 300 local groups of scouts, spread out over the entire country. Assuming each group has 5 active leaders, that is a population of somewhere around

1500 scout leaders. This estimate includes group leaders, lower unit leaders and assisting leaders, but not rovers who do not participate as leaders. According to the organization policy (Norges KFUK-KFUM-speidere, 2013b) § 1.5.1., any scout over the age of 15 can be an assisting leader. However, only leaders over the age of 18 are included in the sample.

There are several types of samples, that can be divided into the two main categories probability and non-probability samples (de Vaus, 2002). Probability sample methods are more easily generalized to the population than the non-probability samples, but the non-probability samples are usually easier to obtain. When it comes to non-probability samples de Vaus warns against *internet* samples because it might exclude members of the population who do not have internet access, and also against *availability* samples, where anyone who wants to answer, will answer, as it might give a skewed result. Gall, Gall & Borg (2007) state that while non-probability, or *convenience*, samples make it hard to make inferences from the sample to the population, this type of sample is still used in 95 percent of social science research. Facing the option of not being able to complete a study using a probability sample, it is often preferable to do a study using a convenience sample. In such cases it is important to describe the sample carefully, so that the readers might make their own inference as to what population might be valid (Gall, Gall, & Borg, 2007).

The sample of this research is clearly a convenience sample, based on the voluntary participation of scout leaders who have been invited by email to answer a web page based questionnaire. As such, the worries of de Vaus regarding the internet and availability samples are highly relevant. There is a chance that, for instance, only people with a particular interest in the subject will have responded. Thus one should ask whether the questions in my questionnaire, measures the right issue. Will the results really show what characterizes inclusion of children and youth with special needs in the scouts, or will we only see some of the leader's attitudes toward the topic?

4.3 Ambiguous terms

Some of my contacts within the scouts agreed to participate in a pilot survey. This led to some very valuable feedback about ambiguous terms, which was sorted out for the final survey. Some terms were changed for more suitable, descriptive ones. "F-speiding", an outdated term used to describe scouting for people with special needs was omitted completely, and

substituted by the terms "scouts with disabilities" and "scouts with special needs", which were used interchangeably. In the final stages of the thesis work, predominantly "scouts with disabilities" has been used, as feedback indicated that the two terms are understood slightly differently.

There were also some issues regarding scouting specific terms. As groups sometimes adhere to their own tradition of the group structure, some terms needed to be specified. While the word "troop" is used to signify age specific unit in this text, the Norwegian equivalent "tropp" is too narrow and the word "arbeidsgren" was chosen instead, as this is the term used in the ground rules and organizational provisions. Then there was the issue of naming the leader hierarchy. While "group leader" is a widely recognized term, again there may be local variations to the hierarchal structure below the group leader. The leader specific terms settled for are listed below, though in retrospect there should probably have been one more alternative, namely "Unit assistant (with signed leader declaration)"

- Group leader (top leader of local group)

- Troop leader (responsible for one flock/troop/team)

- Unit assistant (with signed leader declaration)

- Other leader assistant

The biggest concern however, was the meaning of the terms "disability" and "special needs", as these terms cover such a wide range of conditions. To give some sort of guideline as to what the questions were asking, a start up page was added. This contained a short text on the intended meaning of the terms. The intention behind this was to in some way try to ensure that all those answering the questionnaire had a common reference point. However, it cannot be avoided that some might have answered the questionnaire with mild disabilities in mind, while others will have answered with thoughts to heavier disabilities, and others again will have tried to include all sorts of disabilities when giving their answers. This has implications for the construct validity.

4.4 Questionnaire layout and questions

The questionnaire was mainly a closed question survey. However, there was one open question as a follow up on one specific question midway in the survey, and the survey ended with four open questions asking for the respondents' initial thoughts in cases where children or youth with four different disabilities were requesting participation in the respondents' scout troop. The main reason for the choice of closed questions was that it would ease the data collection and analyzes as compared to having to code all the answers. With a population of somewhere around 1500 scout leaders as potential respondents, and hoping for up to 300 respondents – that is one respondent from each scout group in the association – the potential task of coding a survey of only open answers seemed daunting. Nevertheless, sticking to a closed question strategy created difficulties in creating questions that were not too leading. Most of the questions in the initial questionnaire draft were completely discarded due to their leading and positivistic nature. Inclusion of children and youth with special needs is a sensitive topic and although the choice of conducting the questionnaire online ensured the complete anonymity of the respondents, there was still a chance that many respondents would try to answer more politically correct than honest.

4.4.1 Variables

When making a questionnaire with closed questions, one must consider what type of answer options to use. In other words, this means determining what level of measurement that will be most beneficial for the following analysis. Measurements can be made on nominal, ordinal, interval and ratio level (de Vaus, 2002; Gall, Gall, & Borg, 2007). *Nominal* variables are variables that have no set rank or order; there is not one that is better than the others (de Vaus, 2002). Gender and profession are two examples of nominal variables in this questionnaire. *Ordinal* variables can, as the name indicates, be put in order. However, the distance between each variable is not equal (de Vaus, 2002). For example, in "Only girls – Mostly girls – Fairly equal – Mostly boys – Only boys", one cannot say that "Only girls" is any set amount more than "Mostly girls". Most of the questions in this questionnaire have answer options on ordinal level. Variables on *interval* and *ratio* level are both variables with a set distance between each other. However, of the two, only a ratio variable has a true zero point. To illustrate, temperature is an interval variable, as 0°C does not mean that there is no temperature. By contrast, length or distance is a ratio variable, as 0cm means that there is no

distance (Gall, Gall, & Borg, 2007). There are no questions in this questionnaire with answers on interval level, and age is the only ratio variable.

4.4.2 Questionnaire parts

The questionnaire was divided into eight parts, containing four to six questions, bringing the total number of questions up to 45, counting each statement in parts F and G as separate questions, or 32 if the statements are counted only by their title pages. Dividing the questionnaire into these sections helped the structure and brought all the themes and types of questions together within a frame.

Part A) Personal background

As the title indicates this section was intended to find some basic demographics of the respondents. The questions ask for gender, age and profession. The list of professions was based on the categories named in NAV's list of vacancies[16], which was deemed to be sufficiently comprehensive. There was also a "Student" option, which if ticked activated another question asking for field of study, categorized in the same way as the work fields.

Part B) Scouting experience

Asking how long the respondent had been a scout leader, what leader position the respondent held and what troop the respondent was most involved with, this part was hoping to get an overview of the respondents scouting experience. The respondent was also asked whether he/she had or had had scouts with disabilities in his/her troop. This was thought to be a way of finding out how normal it is to have scouts with disabilities in the groups.

Part C) About the group

Next, the thought was to gain some background info about the foundation of the group. To that end, these questions asked what troops the groups are running, the general gender distribution, and whether the group is situated in a city village or rural area. A question of regional belonging was also considered, but it was purposefully omitted to increase respondent's anonymity and because it was deemed unimportant. More important were the

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questions about whether the troop had a segregated troop for scouts with disabilities in either their group or region, how often the leaders discuss how to adapt meetings and activities for scouts with disabilities, and whether new members are asked to describe potential special needs when they are registered. It was thought that this might give an indication of how aware the group leaders were of disabilities and adaptations.

Part D) Physical accessibility

Although outdoor life and activities are a significant aspect of the scouts, some groups meetings are held indoors, and this section was largely dedicated to finding out how these indoor meeting places were physically accessible. The questions asked "Are these physical aids available in your regular meeting place?", then listed 13 types of physical aids, giving the following answer options on an ordinal scale: "Yes, in the whole building", "Yes, in parts of the building" and "No, nowhere". The option "Do not know" was added, in case the respondents could not remember or had not noticed the various aids. In addition, there was an optional open question, asking whether the meeting place was adapted in any other ways. The final two questions asked for the accessibility of most used outdoor meetings place, and most used scout cabin, but these did not go into as much detail as the question about indoor meeting place. Technical aids are listed in the left column, ordinal level answer options in the top row. The asterisk (originally red) following each suggested activity indicates that answering is mandatory.

Finnes disse hjelpemidlene i deres vanlige møtelokale?

	Ja, i hele bygget	Ja, i deler av bygget	Nei, ingen steder	Vet ikke
Trinnri adkomst / rullestolrampe *	○	○	○	○
Døråpnere *	○	○	○	○
Lett tilgjengelig ringeklokke *	○	○	○	○

Image 4.4.2.1 – Screenshot of part of question "Are these physical aids available in your regular meeting place?"

Part E) Meetings and activities

First asking how often the group meets, and whether meetings are mostly held indoors or outdoors, the subsequent questions asked about the activities the respondent lead. The questions "How often do you conduct the following types of activities?" and "When you give assignments and messages to the scouts, how often do you do the following?" both listed

alternatives with answer options on an ordinal scale. The set-up of these questions is illustrated by the image below. Here as previously, activities are listed in the left column, ordinal level answer options in the top row.

Hvor ofte gjennomfører du følgende typer aktiviteter?	Hvert møte	Oftere enn halvparten av møtene	Omtrent halvparten av møtene	Sjeldnere enn halvparten av møtene	Ingen møter	Vet ikke
Teoretiske oppgaver *	○	○	○	○	○	○
Praktiske oppgaver *	○	○	○	○	○	○
Leker, sang og sangleker *	○	○	○	○	○	○
Fri lek og selvstyrte aktiviteter *	○	○	○	○	○	○
Flere aktiviteter i løpet av et møte *	○	○	○	○	○	○
Oppgaver med mer enn én riktig løsning eller måte å løse oppgaven på *	○	○	○	○	○	○
Oppgaver som skal løses individuelt *	○	○	○	○	○	○
Oppgaver det skal samarbeides om å løse *	○	○	○	○	○	○

Image 4.4.2.2 – Screenshot of question "How often do you conduct the following types of activities?"

Part F) Statements about inclusion on association level

To ease into the following part of personal statements, a few statements about inclusion on association level was included. As seen below, these were general statements, to which the respondent marked agreement on a five point ordinal scale from "Completely agree" to "Completely disagree". The middle value was set as "Neutral", which could also be used by respondents who were unsure of their stance.

- KM is generally an inclusive organization

- Regional events are well adapted for scouts with special needs

- National events are well adapted for scouts with special needs

- There is enough available information on how meetings and activities can be adapted, on the association's web pages (kmspeider.no, speiderprogram.no, etc.)

Part G) Personal statements

The questions in this part were the most difficult ones to phrase. The previous questions are mainly on more factual topics, while these were on the personal practices and views of the

respondents. As such, there was a greater risk that the respondents might find the questions offensive or provocative, or be tempted to change their answers to be perceived as more politically correct. Of the 12 statements that were finally chosen, there was one in particular that I was hesitant about, namely "I think all scouts with special needs should be in separate groups". Again the respondent was asked to mark agreement on a five point scale, this time from "First very well" to "Fits very poorly". Examples of statements are:

- I feel confident enough in the activities I plan, to vary the meetings based on how well the scouts seem to handle each activity

- I feel that I have enough basic knowledge about special needs to adapt the meetings to my scouts' needs

- I feel that there are too many scouts in the troop to adapt activities to everyone's individual needs

Part H) Open questions

The final part was also the only section completely based on open questions. These were "What would be your thoughts if a child/youth with: 1) learning and concentration difficulties; 2) Down syndrome; 3) hearing loss, and 4) in a wheelchair wanted to join your troop?" These questions were added to give the respondent a way to express their own thoughts and views on inclusion and adaptations – both positive and negative. It was also hoped that in answering these questions, the respondent might point out aspects of inclusion in scouting that might have escaped my consideration when making the questionnaire.

4.5 Validity

De Vaus states that the issue of validity is not whether our question yields a valid result, but whether it yields a result that is valid to our topic (2002:53). Cook and Campbell have developed a theory of four aspects to determine the validity of any inferences made from research. Those four aspects are statistical conclusion validity, internal validity, external validity and construct validity (Lund, 2002). As internal validity is mainly a concern where the investigation focuses on whether an intervention of some sort has an effect or not, something this survey does not, internal validity will not be explained further.

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4.5.1 Statistical conclusion validity

Statistical conclusion validity tells us whether or not research has a statistical foundation and is adequately significant for inferences to be drawn from. Cook and Campbell consider this factor key, almost to the extent that if there is no statistical conclusion validity; there will be no point in considering the remaining validity issues (Lund, 2002). Threats to this type of validity is a non-probability sample (de Vaus, 2002), getting a small sample, and that the variance in the sample is lower than the sample in the population (Lund, 2002). For instance, as this study will rely on a volunteer convenience sample, there is a chance the survey is answered mainly by people who have a special interest in the field it investigates.

4.5.2 External validity

External validity has to do with how well the results of a survey can be non-statistically generalized. One threat to external validity is the interaction between an independent variable and the individuals, situation or time. This interaction implies a causal effect, and as such this is not a large threat to this particular study. Another threat is individual homogeneity, which is the risk that the respondents are so much alike, and so different to non-respondents, that their responses cannot be generalized to the population. Thirdly, there is the threat of a non-representative sample. Again the volunteer convenience sample in this study constitutes a threat.

4.5.3 Construct validity

Construct validity has to do with the operationalization of the terms used. Kleven (2002) mentions and describes the difference between random and systematic errors. He compares random errors to being lucky and unlucky, and states that after a certain number of tries the luck – or random errors – will even out. Systematic errors however, do not even out. Messick (1995, in Kleven 2002) describes systematic errors as either *construct underrepresentation* or *construct-irrelevant variance*. The result of any research, includes both of the valid results, and results with systematic and random errors (Kleven, 2002).

Lund (2002) mentions other problems of construct validity. One threat is hypothesis guessing and evaluation apprehension on the respondent's part – that what they think is the goal of the survey influences their responses. But there is also a threat to construct validity on the

researcher's part, namely experimenter expectancies. As researcher I could have created a biased survey, or interpreted the findings to suit my hypothesis. Another threat to construct validity is the meaning and understanding of the terms used - whether the respondent has understood the question as it was meant, and whether all respondents understand it in the same way. As seen in the definitions chapter, the word disability is an overarching term which encompasses a wide range of diagnosis. As also mentioned, the first page of the survey included a short text about the definition of disabilities, but as this text also more or less stated that it is difficult to define *disability*, there is now way to know exactly what the respondents consider a *scout with disability* to be when they answer the survey,

4.6 Reliability

Reliability is a matter of conducting measurements correctly and naming any margins of error, Dalland (2010) writes. This implies that data must be gathered in a reliable way, meaning that if the same phenomenon was tested again it would yield the same results as the first investigation. Kleven (2002) and Gall, Gall & Borg (2007) describe several ways to test for reliability. *Alternate-form reliability* is estimated by giving a group of people two different tests, measuring the same aspects, though it is hard and time consuming to develop two such tests. *Test-retest reliability* is estimated by administering the same test to a group of people at two different times. However these times must not be too close so that people remember the answers they gave the first time, and they must not be so far apart that people might change their perspectives on the topic from new experiences. *Internal consistency* involves having one test with two or more indicators for each topic, and analyzing whether the respondent answer the same way to each indicator. Finally, *intertester reliability* is achieved by having two or more people review and score the results (Kleven, 2002; Gall, Gall, & Borg, 2007).

The most viable option for this particular study would be internal consistency reliability. Many of the questions in parts A to D are more factual and less likely to be misinterpreted, such as age, professional background, the physical adaptations of the meeting place, etc. Other questions however, ask for feelings and thoughts. To some extent, coding of the open answer question at the end of the questionnaire can be used to measure any consistency with the relevant multiple choice questions. Higher internal consistency could possibly have been achieved if more questions had been repeated in other forms throughout the survey, but in

interest of keeping the questionnaire relatively short, this was not done. The reliability of the results is therefore questionable.

4.7 Ethics and the NSD

There are mainly five ethical concerns that need consideration. These are voluntary participation, informed consent, no harm, confidentiality or anonymity, and privacy (de Vaus, 2002). In Norway, a large amount of the responsibility to manage data collected in social research lies with Norsk Samfunnsvitenskapelig Datatjeneste [NSD]. When planning a project, and before starting the research, the researcher has to apply to NSD for research permission. The application must show how the researcher intends to safeguard the various ethical principles. NSD approval (see Appendix 1) was acquired before the questionnaire used in this project was published. Four of the ethical concerns were mentioned specifically in the information letter (see Appendix 2). The invitation letter reads "Information is gathered and treated anonymously, and no one will be able to retrace your answers" and states that participation is voluntary. Respondents are also informed that by participating, they consent to their answers being used in the project.

The principle of voluntary participation is important in that the opposite, that is compulsory participation, might yield poor results. In a survey, there is always the chance that people will try to change their answers to sound more politically correct, for instance. Or, if participation is forced, the respondents might simply try to get the ordeal over with as quick as possible, not reading the questions through or ticking boxes randomly. However, as de Vaus (2002) points out, voluntary participation "conflicts with the methodological principle of representative sampling". As mentioned in the validity subchapter, there is also a chance that only people with a specific interest in the field one investigate will participate, which would be a threat to validity. But as there are ways to compensate for sample bias, it is better to aim for quality, voluntary answers than random, compulsory ones (de Vaus, 2002).

Informed consent implies that the respondent knows what the aim of the investigation is, and what the results will be used for. However, there is a fine line between giving enough and giving too much information, as too much could be discouraging or confusing, and also influence the respondent to modify his or her answers. De Vaus (2002) therefore suggests giving basic information and offer to answer any further questions. Since asking for signed

consent forms could create a feeling of lessened anonymity as well as be impractical in relation to an online survey, the invitation letter explained that by filling out the survey, the respondent agreed to participate and to their answers being used in the project.

The third point of concern, the intent of no harm, can seem superfluous when discussing a survey as compared to for instance medical trials. However, as de Vaus (2002) points out, certain questions could cause the respondent psychological harm, and if the theme of the survey is particularly controversial, the respondent could come to harm if he or she is identified. This point brings us on to the fourth point of concern, namely confidentiality or anonymity.

Confidentiality and anonymity are two sides of the same principle; protecting the identity of the respondent. The difference between the two is that with confidentiality, the researcher can know who answered what, but will not let anyone else know; while with anonymity the researcher cannot find out who answered what. Confidentiality is useful if there are to be for example a follow up survey, but in this case there is not. Thus there is no need to know who answered what and so anonymity is the natural choice. That means there are no questions asking for identifiable information, such as name of the respondent or the group of which he/she is a leader. Even though there are questions of age, gender, leader role/position and experience, the raw data will not be available to anyone, and so identification by triangulation is impossible. The anonymity is further ensured by the survey being conducted online. The link to the survey is included in the invitation letter, and responses are as such not linked to the particular email address or respondent. Nor does the data recorded include IP-addresses, which could be used to locate the respondent. Furthermore, all the recorded raw data will be deleted when the project is finalized.

The fifth and last point of concern is privacy, and regards the individual's expectation not to be contacted without first have given permission. The choice to distribute the survey via email was made partly for practical reasons, but it also seemed to be the least intrusive way to request participation. I sent an email with an invitation letter, which contained the link to the survey to the regional secretaries, asking them to pass it on to leaders in their area. If the leader chose not to participate, no one would know. Since there were few respondents in the initial phase, a reminder letter was made and distributed to the area secretaries who did not respond to my initial request, but other than that, there was no follow up sent directly to the leaders, as I felt that could create more bad feelings than it would help the survey.

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5 Results

5.1 Distribution and invitations

For distribution of the questionnaire, the secretary of each regional office was contacted through email. The email contained an information letter and a request that they passed the letter on to the scout leaders in their region. Within a few hours of sending out the emails, the first questionnaire replies came in. Looking through the first replies, a respondent had remarked that since there was no open commentary field, he would comment in the final open question field. To amend this, a final change of the questionnaire was made, namely adding a page with an open question asking for any comments on the theme of the questionnaire or the questionnaire itself. This turned out to be a good decision, as it resulted in some valuable summarizing comments, which we will come back to in the results and discussion.

After one week and 22 respondents, I contacted some of my fellow scout leaders around the country. It turned out not all of them had received the initial email from their regional secretaries, and so a reminder email in two parts was sent out. It contained both the initial invitation letter and a reminder letter. Those of my contacts who still did not receive the invite letter from their regional secretary, was sent it directly and asked to please distribute it to the scout leaders they knew.

After five weeks, 70 scout leaders had responded to the questionnaire, and a decision was made to post the invite letter on a Facebook group for the leaders in my own region. One leader reposted the invitation on the KM association Facebook page. I had been hesitant of doing this because I feared that this might mean a slight loss in control over who answered the questionnaire, and that people who were not leaders would answer. However, there it was, and with it came a request from an organization member asking if they should mention the questionnaire at a leader gathering the following weekend. By the following Monday, the number of respondents had reached 98. At this point the survey was terminated.

5.2 Final sample

At the final count, the survey had 98 respondents. It is known for sure that five area secretaries[17] passed the invitation on. Parts of three more areas were reached through personal contacts[18]. In addition, the link for the questionnaire had been available on the Facebook page of both my own region, and official association page. Participants at a national group leader assembly were allegedly also encouraged to answer the questionnaire.

In March 2014, there were 2410 registered members of the KM association born between 1945 (assuming older members are not active) and 1995 (year of birth for youth turning 18 within 2013)[19]. We can subtract the 202 Family scouts, as they are most likely parents, not leaders, and no Family scout leaders answered the survey. We can also subtract the 422 Rovers, as well as the 187 Adult members who are usually only support members. The remaining 1599 members are distributed between 3 Explorer leaders, 7 Pathfinder leaders, 11 Wanderer leaders, 19 Once-Always scouts, 1206 leaders and 345 assistant leaders. Still, this number may not be accurate, as for instance Rovers may act as leaders, and any registered member might be inactive or a support member. The sample of 98 respondents constitutes 6.13% of the assumed scout leader population of 1599.

5.3 Questionnaire results

5.3.1 Part A – Personal background

Question A1 asked the respondents' gender, and question A2 asked their age. The gender and age distribution can be seen in figure 5.3.1.1 below. 43.9% of the respondents were men and 55.1% were women. The men's age averaged at 38.5, and the average age of the women is 39, which is quite equal. However, almost twice as many female as male leaders under age 30 answered the survey, and while gender distribution evens out a little as the leaders get older, women seem to stay for a longer time. A guess based on trends seen in leader participation in my own region is that the age/gender trend is dependent on child rearing. The drop in number of female leaders in their thirties might be due to them having their own children. The

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[17] Asker og Bærum, Buskerud, Agder, Trøndelag and Oslo, based on the regional secretaries own feedback
[18] Østfold, Romerike and Sunnmøre
[19] All numbers from member registry gotten through personal correspondence with Are Shaw Waage, Constituted General Secretary of Norges KFUK-KFUM Speidere, March 7th 2014

subsequent raise in scout leaders in their forties may be caused by parents becoming involved as scout leaders when their children reach scouting age. These are of course only guesses, and relevant only if the age/gender data can be generalized to the population.
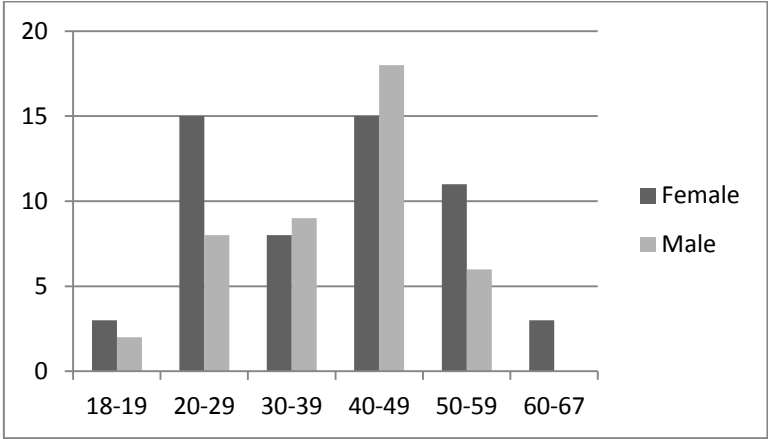
Figure 5.3.1.1 – A1/A2 Gender and age distribution

The last question in part A was about the respondent's occupation, the results of which are shown in the figure below.
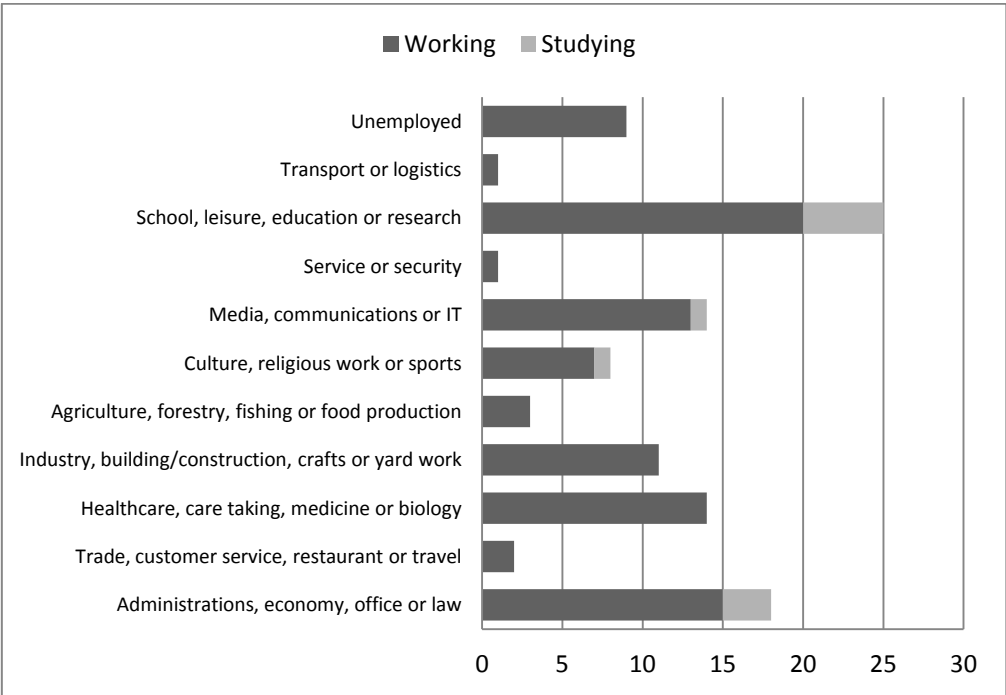
Figure 5.3.1.2 – Respondents' work and study fields

The absolute top represented field is "School, leisure, education or research", and we may ask whether there is a causal link between the work/study and the position as scout leader. We find that 59.2% who responded to the survey are working or studying within one of the three

top represented fields "School, leisure, education or research" ", "Healthcare, care taking, medicine or biology" and "Administrations, economy, office or law". Still, whether this work field distribution means that more people within these fields are prone to answer the survey, or this reflects the actual distribution of work fields of the scout leader population, is hard to say.

5.3.2 Part B – Scouting experience

The next section of the survey contained questions on the respondents scouting experience. It is rational to assume that the older leaders have more experience. However, since the mode of the respondents has less than 10 years of experience, that would mean some of the older leaders are also reasonably fresh in scouting. One guess might be that adults with children become involved in scouting as their child starts in the scouts. There was no question about *how* the leaders became involved with the scouts, though this might have been interesting to investigate with a view to how older traditions and new impulses influence the practices of scouting.

Years of experience	Number of respondents
Less than 10	39
10 to 19	24
20 to 29	26
30 to 39	7
40 to 49	2

Table 5.3.2.1 – Years of experience as scout leader

Of the leaders who answered the survey, 39 were group leaders with main responsibility for the group. 34 were main unit leaders, 9 were leader assistants without a signed leader declaration and 16 where other forms of leader assistants.

On the question of what troop the respondent works with the most, 18 answered Explorer, 26 Pathfinder, and all of 43 answered Wanderer. In addition there were 8 Rover leaders, 1 leader of a troop of scouts with disabilities and 2 Once-Always leaders. No leader with main responsibility of Family scouts, Hare, Confirmation or Student scouts answered the survey.

One particularly interesting question was B4: "Do you have, or have you ever had, one of more scout with disabilities?" Only 22.4% answered that they had never had any scouts with disabilities in their troop, while as many 39.8% answered that they currently had scouts with

disabilities in their troop. 6.1% said they were unsure, while the remaining 31.7% had had scout with disabilities in their troop at some point.

5.3.3 Part C – About the group

Though question B3 revealed that several of the troop types were not represented by leaders, question C1 shows that all troop types were represented in the groups where the leaders belong. We cannot know if several leaders from the same group answered the survey, but it seems likely, since there are only 2 known groups with separate troops for scouts with disabilities, and 3 leaders have reported that there is a troop for scouts with disabilities in their group. The troops that are most commonly active are the Explorers, Pathfinders, Wanderers and Rovers, all of which are present in 72 or more of the 98 respondents' groups.

Question C2 asks for the gender distribution in the group. Almost half, that is 47 respondents, report an approximately equal number of girls and boys. While 29 leaders report a majority of boys, less than half of that – 12 respondents – say the majority of their scouts are girls. However, 8 respondents say that they only have girls, while only 2 stated they only have boys. On question C3 "In what type of area is your group located?", 46 answered city area, 36 answered smaller town area and 16 answered rural area.

Another interesting question was C4, "Is there a separate troop/group for persons with disability in the vicinity of your group?" Only six respondents reported having a separate troop or group in their region, and three said they had a separate troop in their group. For some reason, only two of the leaders that answered in C1 that they have a troop for persons with disabilities in their group, repeated the same in C4, which means one person answered negatively to C1 and positively at C4, and vice versa. Whether this is due to a misunderstanding of the questions or the respondents giving false answers is impossible to tell.

In the following figure, the results of question C4 is seen in relation to those of C5, which asked how often the leaders in the group discussed how to best adapt the meetings for persons with disabilities. Results from question C5 show that very few groups discuss this topic. It was thought that the presence of a special or segregated troop in the groups' vicinity might instigate leaders discussing the topic more, but there does not seem to be a clear trend.

C4: Is there a separate troop/group for persons with disability in the vicinity of your group?
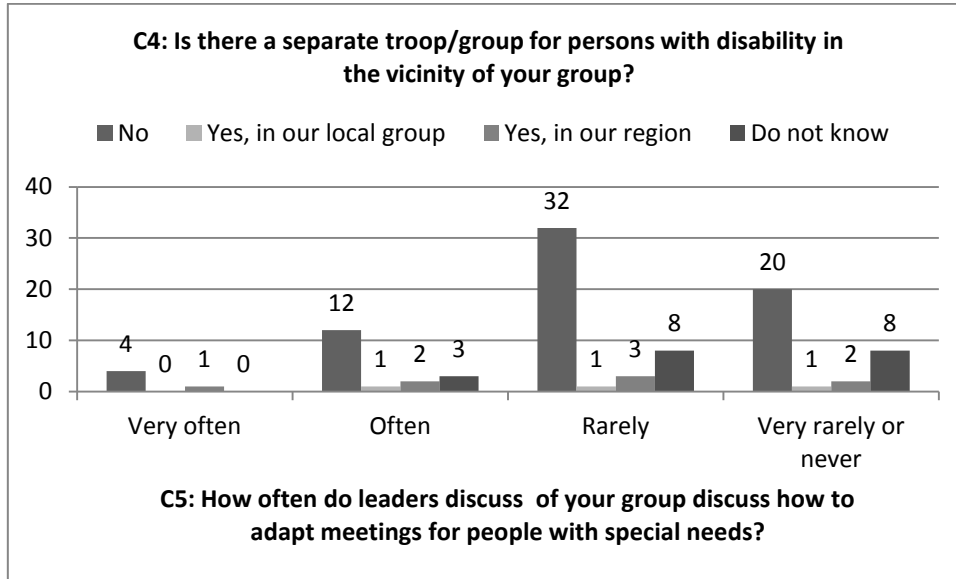
Figure 5.3.3.1 – C4/C5 Separate troops and leaders' tendency to discuss adaptations

Finally, C6 asked "When a new scout is enrolled in the group, do you ask for descriptions of any special needs?" 27 leaders answered no, and 26 answered yes. A small majority – 36 leaders – stated that they "Ask for information about illness/allergies, but not special needs", and the remaining nine said they do not know. In the open answer questions later in the survey, one leader – who had stated yes on this question – wrote that they still had scouts in their group with diagnosed behavior problems, of which the parents of the child had mentioned nothing. We will look closer at this dilemma in the discussion chapter.

5.3.4 Part D – Physical accessibility

Question D1 concerned the physical accessibility of the group's regular meeting place. In hindsight, a fifth answer option of something like "Irrelevant to meeting place / as most meetings are held outdoors" could have been added. As is, the answers poorly reflect the actual facilities of the average meeting place. Lighting, for instance, would depend on the season during which an outdoor meeting is held. An elevator or stair lift outdoors or in a one story building makes no sense, and guidelines on the ground and handrails would indeed be surprising along a forest trail.

	Yes, in the whole building	Yes, in parts of the building	No, no where	Do not know
Sound absorbing ceiling or low amount of echo	7	25	39	27
Teleloop	7	32	37	22
Good lighting	41	36	13	8
Hand rails along the wall	7	20	58	13
Handicap accessible toilets	26	38	28	6
Stair lift	3	3	88	4
Elevator	10	4	79	5
Guidelines on the floor (raised or in contrast color)	0	6	81	11
Non-slip flooring inside	11	23	33	31
Stable road cover up to the door (e.g. asphalt instead of gravel)	61	18	18	1
Easily accessible door bell	1	12	63	22
Door openers	7	10	75	6
Step-free access or wheelchair ramp	35	39	21	3

Table 5.3.4.1 – Physical availability of meeting places

On a positive note, we see that 75.5% respondents report step-free access or wheelchair ramps in all or parts of their meeting place. 80.6% say there are stable road covers, like asphalt instead of gravel, leading to the door, and 65.3% have handicap accessible toilet facilities. There is obviously room for improvement, but the scout groups are not completely at a loss.

In a later question we will see that almost half of the respondents report that most or all meetings are held outdoors. Nine of 17 respondents also commented on this in question D2, which asked whether the meeting place was adapted in other ways than mention in question D1. A quick run through of the complete results table show that while five of those who state most or all meetings are held outdoors, answer "No, no where" to everything in question D1, the remaining 14 answer yes on some accounts, leaving us to wonder whether they are describing their indoor meeting place or attempting to fit their outdoor meeting area into the categories.

Figure 5.3.4.1 below shows the answers to questions D3 and D4, which regard accessibility of the group's most used outdoor meeting place and most used cabin. The general trend of these results is that cabin accessibility is proportional to level of functioning. When it comes to outdoor meeting places, things are a little brighter. 65.3% of the outdoor meeting places are accessible by wheel chair, albeit most of them with support.
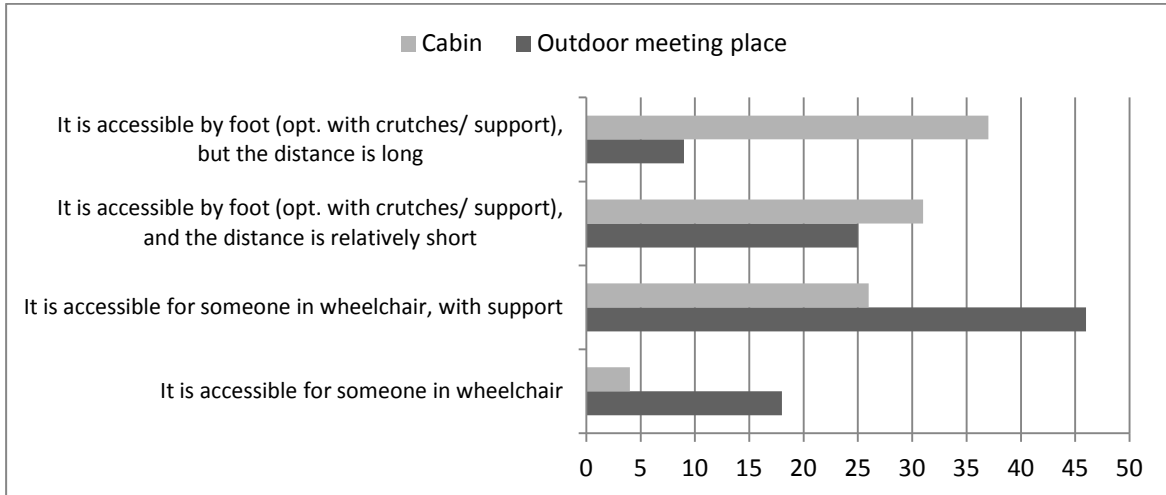
Figure 5.3.4.1 – Physical accessibility of most used outdoor meeting place and cabin

5.3.5 Part E – Meetings and activities

Question E1 asked how often the group meets, not counting trips or regional and national gatherings. 75 respondents answered once a week, making this both the mode and median of this question. One said several times a week, and the remaining 22 answered once every second week. None of the respondent's groups met less frequently than that.

E2, the question of whether meetings are mostly held outdoors or indoors is especially interesting when looking at the physical adaptations of the meeting place. While 19 respondents answered "Only or almost only outdoors", 27 said "Mainly outdoors", bringing the total up to 47%. The mode of respondents to this question is found in the 41.8% who said meetings are spent pretty much equally outdoors and indoors. The average scout troop can be said to spend a little more than half their time outdoors. The remaining 11.2% states "Mainly indoors", leaving no respondents to report "Only or almost only indoors".

Based on the results from question E3 as seen in the following table, the typical scout meeting is made up of several activities. The activities are mainly practical, meant to be solved in co-operation, and may well have more than on correct solution. Games, song and signing games play a part as well, and free play and self-directed activities are not unusual.

	Almost every meeting	More than half the meetings	About half the meetings	Less than half the meetings	Never	Do not know
Theoretical tasks	10	16	23	44	4	1
Practical tasks	44	38	14	1	1	0
Games, song and singing games	42	28	16	10	2	0
Free play and self-directed activities	13	17	22	42	3	1
Several activities during one meeting	39	38	11	9	1	0
Tasks with more than one correct answer or solution	18	37	16	17	1	9
Individual tasks	2	5	17	59	15	0
Co-operational tasks	37	44	14	2	1	0

Table 5.3.5.1 – "How often do you conduct the following types of activities?"

The results of question E4, "When you give assignments and messages to the scouts, how often do you do the following?", is shown in the figure below. Results show that most leaders give oral messages without using visual aids. However, when they give written messages, they go through them orally. Almost all the respondents give the opportunity to ask clarifying questions. Most leaders also seem to give messages more than one time, though whether that is on their own initiative or by the scouts' request, is unknown. One could also speculate on whether the fact that many give oral messages without using visual aids cause the need to repeat messages, but more study would be needed to make any definite conclusion on this.

	Always	Often	Sometimes	Rarely	Never	Do not know
Give oral messages and use visual aids (blackboard, whiteboard, pictures, models, etc.)	5	24	28	31	6	1
Give oral messages without using visual aids	20	57	15	6	0	0
Give written messages and go through them orally	9	23	32	25	8	1
Give written messages without going through them orally	1	8	20	35	33	1
Repeat messages two or more times	18	65	10	4	1	0
Provide the opportunity to ask clarifying questions	56	34	5	1	1	0

Table 5.3.5.2 – "When you give assignments and messages to the scouts, how often do you do the following?"

The final question in section E, was "Has disabilities, adaptation and inclusion been a topic at scout meetings?" On this question, respondents could tick of several answers, and with 107

answers total, some respondents' troops must have touched upon the topic in several ways. What is most noteworthy is that all of 56 of the 98 respondents report that disabilities, adaptation and inclusion have not been topics of discussion at their scout meetings.

	Number of respondents
No, we have not talked about this	56
Yes, we have done one or several of the activities/badges concerning the topic (e.g. the Pathfinder badge "Ingen grenser" [No limits], project badges "OROR" and "Olympiamerket" [Olympic badge])	23
Yes, we read/worked with chapter 21 "Responsibility for each other" in the Scout Handbook	3
Yes, the topic came up as a part of the context during a meeting	25

Table 5.3.5.1 –"Has disabilities, adaptation and inclusion been a topic at scout meetings?"

5.3.6 Part F – Statements about inclusion on association level

The next few sections of the survey were designed as statements to which the respondents should mark their level of agreement. The first of these sections had statements about inclusion on regional and association level. A large majority of the respondents partly or completely agree that KM generally is an inclusive organization, but from there on, the level of agreement falters. Also, as the amount of respondents checking the box for "neutral" rises, the tendencies are harder to gauge. However, at the questions of regional and national events being well adapted, more people agree than disagree.

The last statement in this section is "There is enough available information on how meetings and activities can be adapted, on the association's web pages". What is interesting about this question is that exactly half of the respondents answered "Neutral". One guess as to why, would be that many have not been looking for this information at all. In light of question C5 about how often the leaders of the group discuss adaptation of the meetings – where 75 out of 98 leaders state they rarely or never discuss the issue – it would not be surprising if they had never considered the option of looking up information on it either. Unfortunately, I did not ask whether they had actually been looking for such information on the association web pages, and why/why not, which could have been helpful in settling this matter.
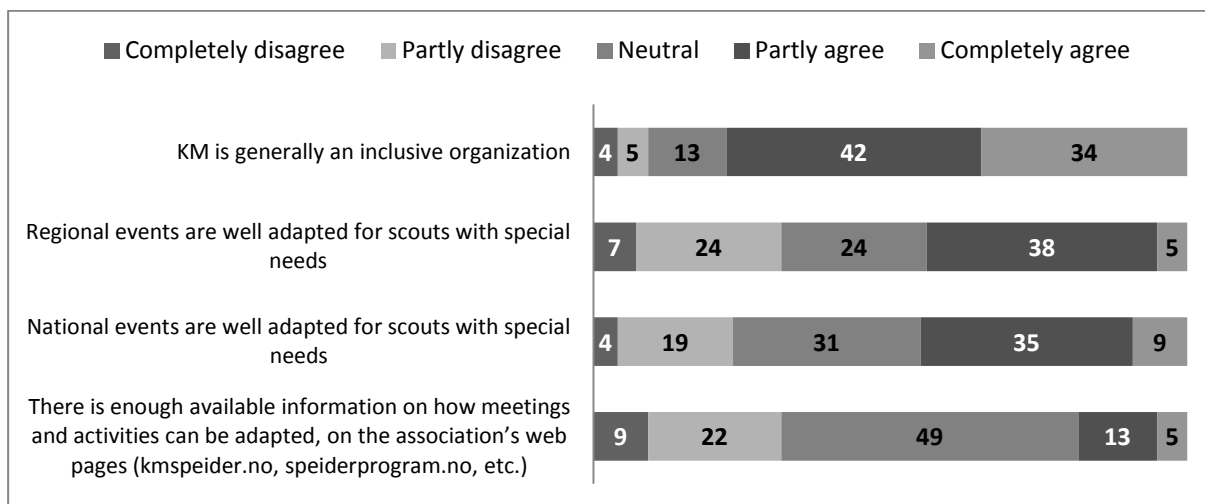
Figure 5.3.6.1 – Statements about inclusion on association level

5.3.7 Part G – Personal statements

The next twelve statements were about the personal doings and perspectives of the respondent. Most of these statements started with "I feel that...".

In retrospect the first statement is poorly formulated to measure what I was hoping to. What I wanted to know was whether or not the leaders had a certain way to start the meeting, a particular way of instructing and initiating activities, perhaps always had to finish in a certain way – in essence, a structured set up that would ease the participation for someone in need of structure and consistency, like a person with Asperger syndrome. If I for instance had removed the "...and I do not like to diverge from it" in favor of some other phrasing, this might have been clearer. As is, however, the results might be seen as a measure of the leaders' flexibility.

One particularly interesting result is from statement 2, "I feel confident enough in the activities I plan, to vary the meetings based on how well the scouts seem to handle each activity", where all of 84 of the 98 respondents say the statement fits very or quite well. Also, a majority of the leaders seem to feel that they spend enough time with the scouts to know them and their abilities, and that there are not too many scouts to adapt each meeting to their individual needs. In statement 5 we see that a small majority also state that they feel they have enough basic knowledge about special needs to adapt the meetings to their current scouts' needs – however, the question remains how complex these needs are. Furthermore it seems a small majority experience that their fellow leaders are positive towards inclusion.
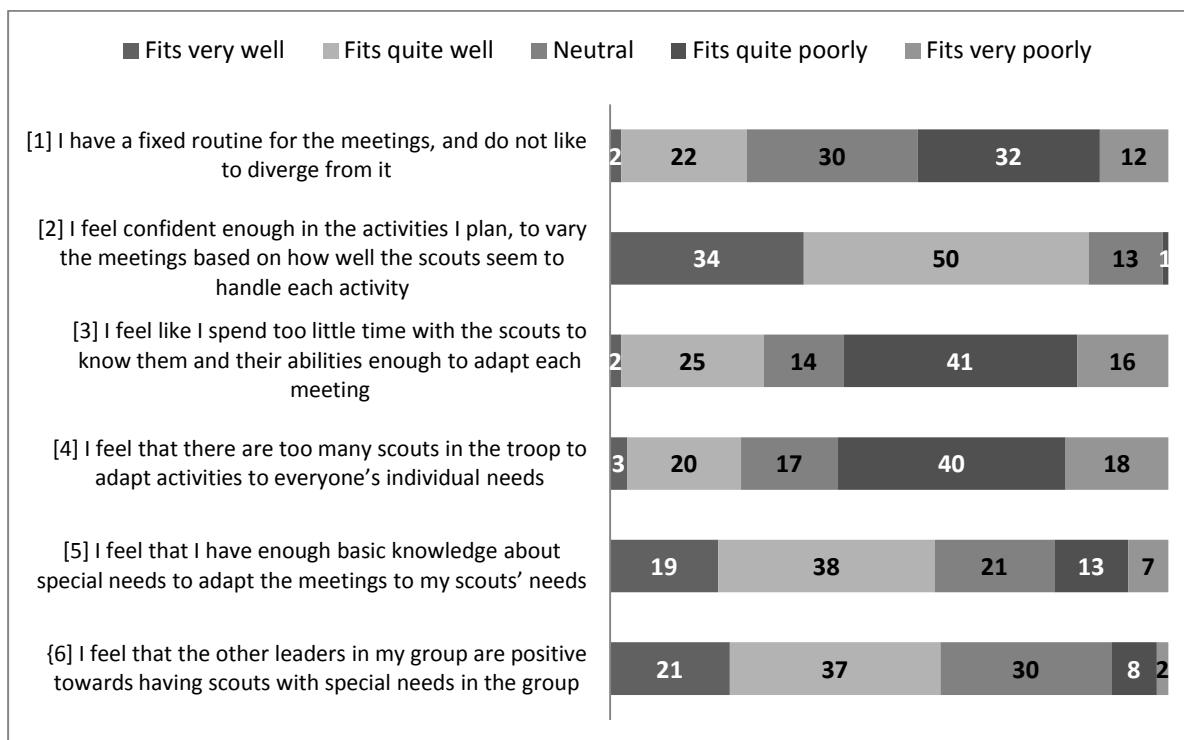
Figure 5.3.7.1 – Statements about scouting and adaptations, part G1

In the next set of statements, it is good to see that many find the official program easy to adapt to their scouts abilities, and that they feel they know several ways to adapt the meetings. In relation to statement 9 – "I would feel that it hindered my interaction with the scouts if a personal assistant (e.g. support person, sign language interpreter) had to be present for a child with a disability to participate" – it would be interesting to have asked whether presence of assistant would give the leader the feeling of better interaction with the disabled scout. Other relevant questions on the topic of assistants could be whether it is preferable that the assistant has scouting experience from before, and whether a personal assistant could make the leader forget or unintentionally overlook the scout with the disability.

Statement 10, "I think all scout with disabilities should be in special groups", was a bit doubtful to begin with, as respondents could quickly answer this according to what they deemed politically correct, and not by what they actually thought. Perhaps a better option would have been to ask whether they felt "scouts with complex or especially demanding disabilities should be in segregated groups", as there is a chance that would have yielded more diverse results. Another option in this context could have been to ask whether the respondent would, given enough resources, be open to establish a troop for children and youth with disabilities, within their group. The final statements have a rather surprisingly equal

distribution of answers, but still show that a quite a lot of the respondents do not know about the basic rights of persons with disabilities, and where they can find information.
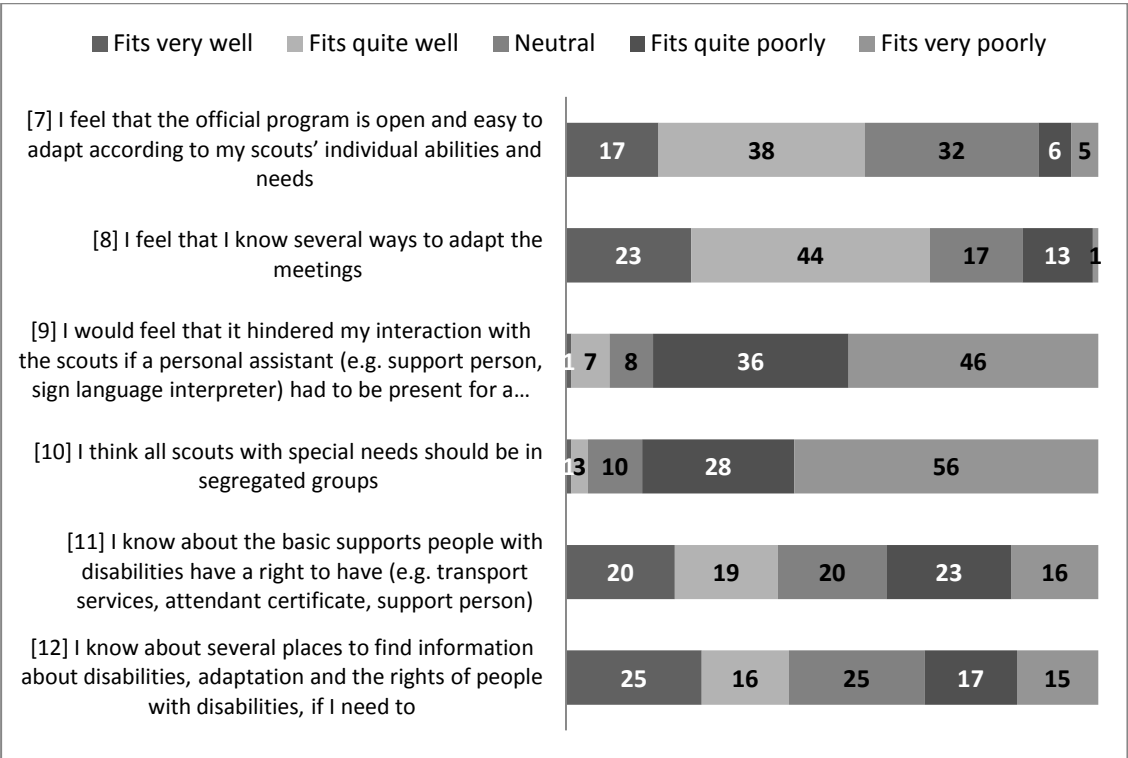
Figure 5.3.7.2 - Statements about scouting and adaptations, part G2

5.3.8 Part H – Open questions

The open questions were meant to gauge the respondents' attitude towards different types of disabilities. The question was repeatedly formulated as "What would be your first thought if you were contacted regarding a child/youth with ... who wanted to start in your troop?", where the disabilities stated were: H1) learning and concentration difficulties; H2) Down syndrome; H3) hearing loss, and H4) in a wheelchair. A prominent tendency in the answers to these questions, was that while as many as 22 wrote things like "Another one? Oh, well..." and "Sure, we have had that before" to the child/youth with learning and concentration difficulties, the respondents were more skeptical of other disabilities. Only five respondents wrote that they have or have had scouts with Down syndrome, three wrote they have or had scouts with hearing loss and a further two that they had scouts with hearing loss in their troops when they themselves where children. Only three say they have experience with scouts in wheelchair. Other tendencies can also be found when coding and gathering the results in a table, as follows.

	Learning/ concentration difficulties	Down syndrome	Hearing loss	Wheelchair
That's okay / Give it a try! / Welcome!	46	45	42	33
A challenge	7	10	9	25
Have or have had that before	22	6	5	3
What are the child's needs?	6	22	11	7
Demands extra effort from leaders	8	7	8	11
Need extra leader or assistant	26	44	26	14
How to adapt, need advice	8	16	14	8
Communication with parents	13	14	12	11
Ideas for how to adapt	2	2	14	12
How will it affect the social environment?	2	6	16	7
Refer child to local special troop	0	3	0	0
Challenging for peff to run the patrol	0	3	0	1
Hard to physically adapt activities	0	0	0	21
Skeptical, negative, sadly not possible	3	3	2	7
Do not know, no comment	2	1	1	1

Table 5.3.8.1 Compilation of coded results of the open answer questions

Generally, leaders seemed to have a "let's give it a try" attitude. Many wanted clear communication with the parents about the child's abilities and needs, and stated that the current leaders' capacity is too low and they would need an assistant. The amount of respondents who mention the need for assistant is highest when thinking of children and youth with Down syndrome. It is interesting to note that less than three times as many mention the need for an assistant if the child or youth is in a wheelchair. However, at that question a new concern arises, that of physical adaptations. It seems this concern takes precedence over the need for an assistant. A child or youth in a wheelchair is more often seen as a challenge, and though leaders still want to let the child or youth give it a try, they see participation in several scouting activities as problematic for a child or youth who uses a wheelchair.

Several leaders also wondered how a child or youth with a disability will affect the social environment in the troop. Will he or she become a distracting element, or will the task of adapting to and including everyone turn out to be a process that will increase the bond between each member and strengthen the fellowship? "This can be a benefit to the rest of the participants. What an opportunity to learn something new", one leader writes on having a person with hearing loss in the troop. When it comes to hearing loss the larger amount of respondents who mentioned concerns about the social environment are worried about

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communication. One leader is also concerned that the personal assistant of a scout with a disability might involuntarily overshadow and overrule the authority of the peff, as their Wanderer troop is run through the use of self-governing patrols. Another concern regarding the patrol system is the young age and relative inexperience of the peffs, and whether they will be able to handle the extra effort of adapting meetings and activities to the needs of a child or youth with a disability.

5.3.9 Final comments

At the end of the questionnaire I placed a box for optional, final comments. Only 42 of the 98 respondents left a comment in this section. Some were simply good luck-wishes for the thesis work or similar, others were comments on technical aspects of the survey, like feeling that a question lacked an answer option. One person commented that the questions were somewhat simplified, both with a view to the wide range of existing disabilities and the many aspects of scouting. I can agree with this view, and it is absolutely a weakness to the investigation. However, I deliberately went for a more general approach, as I meant to gauge the tendencies more than go into detail. One leader also missed a higher focus on behavioral problems, which she experienced as a more prominent issue, another respondent thought inclusion of refugees and immigrants was equally important. A few leaders mentioned that they missed a focus on that Wanderer troops are often self governed and the implications of having 14-16 year olds lead a patrol with members with disabilities.

Other respondents give examples of the scouts they do have, and their disabilities, stating how they have experienced adapting meetings and activities. Of these, there are both positive and negative experiences. The positive say it requires a little extra work, good dialogue with the scout and parents, and sometimes an assistant. Negative experiences involve having scouts with diagnoses the parents are not open about, and also having an overweight of children and youth with diagnoses, which seemed to discourage the participation of children and youth without disabilities, as one respondent writes; "I have heard from the local youth that they are skeptical of being associated with the scouts due to not wanting to be associated with all the "weird" (ADHD, Asperger, etc…) boys in the scouts."

Two answers were more negative than the others, as the respondents stated "KM scouts don't care" and "KM scouts do not encourage adaptations" in the final comments. The short statements leave a lot of room for interpretation, and it would have been desirable that the

respondents explain a little further. Did they mean that KM scouts do not care about whether people *have* disabilities, or that they do not care *for* persons with disabilities? Do scouts not bother with adaptations, or are they downright against adaptations? Looking into the rest of their answers, however, makes things a little clearer. They have both stated full disagreement to KM generally being an inclusive association, to regional and national arrangements being well adapted, and to there being enough available information on the association web pages. It seems clear these respondents feel there is still a long way to go before KM is an association inclusive of persons with disabilities.

6 Discussion

6.1 Are scout meetings and activities well adapted?

In the theory chapter we viewed several factors that influence the participation of children and youth with disabilities in organized activities. One of these was the lack of desirable activities in the area (Løvgren, 2009), and so for the purpose of this thesis we must assume scouting is a desirable activity for some children and youth with disabilities. We saw that the main hindrances to persons with disabilities participating in cultural and leisure time activities were lack of transport options, weak personal economy and lack of physical accessibility to buildings, facilities and outdoor areas (Dokumentasjonssenteret, 2007). The transport issue can scarcely be said to be a responsibility of the KM association, and when it comes to economy, participation in the scout is probably not the most expensive leisure time activity. A recent newspaper article puts the membership and training fees a in an eastern Norwegian football club at 750 to 2000NOK, and in a similarly located handball club the price would be between three and six thousand (Langset, 2014). The outfit, training gear and participation in tournaments cost extra. The KM membership fee for 2013/2014 is put to 400NOK plus regional and group fees (Norges KFUK-KFUM-speidere, 2013a), bringing the total up to 720NOK in my own local group, as an example. The scout uniform and other equipment like sleeping bags come in extra of course, and regional and national arrangement might cost extra as well. Also, a person in a wheelchair might need some adaptations to their wheelchair or a wholly different one to move more efficiently on forest paths. But with Folketrygden providing financial aid for specially adapted equipment to those under the age of 26 (Dokumentasjonssenteret, 2007), at least some of these expenses might be covered. So let us imagine an ideal situation where satisfactory financial aid is provided and the child or youth has access to any needed equipment, as these factors are not so much in the power of the local groups anyway, and look at what scouts are doing – and could potentially do better – by way of adapting meetings and activities.

Now when it comes to physical availability, the scout meetings are not all what they could be. The most positive that can be said on universal design is that a large majority report step-free access or wheelchair ramps in all or parts of their meeting place. Most meetings places are also accessible by stable road covers, like asphalt instead of gravel, and many say they have

handicap accessible toilet facilities. These three things could be said to be the absolute minimum of requirements for physical availability, and there is lots of room for improvement. These factors do little for people with hearing loss or visual impairments, for instance. Further on, barely one in ten conduct most meetings indoors, which could perhaps ease the participation of for instance persons who use a wheelchair. A small number of leaders mention that the few meetings they do conduct indoors are held in the church, making them dependent on the availability of the church. According to the Anti-Discrimination and Accessibility Act, as public buildings the churches must be universally designed unless the act of making them accessible significantly diminishes their historical or cultural value (Diskriminerings- og tilgjengelighetsloven, 2013), as would probably be the case with some Norwegian churches.

Still, we cannot escape the fact that a large part of what scouting is, is being outdoors and enjoying outdoor life. And as seen in the theory chapter, when it comes to nature and universal design, there is a concern of nature conservation that overrides the need to make things accessible. Obviously nature would not be natural if all the paths were paved. On the point it is interesting to see that leaders perceptions vary greatly, from the one leader who writes that they spend their meetings "in the woods (adapted for everybody)", via "it would be possible to adapt [the outdoor meeting place, but] it would demand the cooperation and creativity of the whole group" to those who simply state that having a scout with a mobility related disability would be very difficult based on the outdoor meeting place. From the association side it is worth mentioning that among the 25 hiking routes to choose from at the 2014 national jamboree at Asker, two are said to be "suitable for those in need of facilitation[20]" (Mork, 2013). Patrols with members with no such needs might not find satisfactory challenge in those routes, but they are there, available for those who do need them. We might note that personal progression is an important aspect of the scout method, and as such one should base activities on the scouts' current level of development, as per Vygotsky's zone of proximal development (Vygotsky, 1978a). The variety of hiking routes allow for this as the patrol choose the route that best suit the experience and needs of their members.

However we should not merely be thinking about physical *access* to the woods or wherever the meeting is held. Physical factors such as weather would influence participation too.

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[20] Author's translation

Obviously the level of body movement and activity will vary between all individuals, but outdoor meetings when it is raining is less fun when pools of water might gather in your lap, and -10ºC is freezing when you can only sit by the fire, and not run around or climb trees to keep warm. The bottom line is that because such a large amount of meetings and activities are conducted outdoors, there is only so much that can be done about physical accessibility in many typical scouting situations. The choice or arena could perhaps be reconsidered in some cases, as it is possible to make alternatives that suit more people.

According to the results of my survey, the typical scout group is one with troops for Explorers, Pathfinders and Wanderers, that is children and youth from 7 to 15 years of age. Furthermore most groups have Rover troops, for youth aged 16 and up. Gender distribution is often fairly equal, or there tend to be more boys. As seen previously, most groups spend a lot of time outdoors, and the activities are mainly practical, a reflection of learning by doing being a core method of scouting. One meeting may well consist of several activities, and each activity or task might be solvable in more than one way. For younger scouts such a task might be to make a toy car with functioning wheels with only the materials they find in the woods – sticks, stones, mud, moss, pine cones, or even garbage. Older scouts could be asked to cook an egg over open fire without using a pot or pan – how about boiling it in a paper cup, frying it on a flat rock or in an envelope, or cooking it in a hollowed out potato? How they solve the task can be said to depend on their current level of experience and development, as well as their potential for development, as we saw from Vygotsky's zone of proximal development (1978a) – not to forget imagination! The stronger members of the patrol provide the scaffold for the weaker (Bø & Helle, 2008), and through Dewey's learning by doing (2001b) they will realize that if the first paper cup burns up before the egg is boiled, the second must be soaked more thoroughly before being put on the fire.

The peer-to-peer scaffold in a patrol can be further illustrated with an example I myself experienced, showing how all the individual members can have an important role to play for the group as a whole. During participating in the national scouting championship, a patrol's main strength was in the diversity of the members. One girl participated in orienteering races in addition to the scouts, and used her previous skill to lead the troop in a perfect race. Another girl was very skilled with knives and other tools, taking the lead in the practical assignments, a third took charge with the cooking challenge, and so on. They all knew something, a little more or better than the others, and were able to take charge, to lead and

tutor the others. Working towards the common goal of a good placement in the competition, we can recognize this as positive aspects of the prerequisites for learning in groups that Nordland (2010) mentions. Conversely, the weakness of this particular patrol in the same competition was probably that while they had a common goal, the members exerted various amounts of pressure to meet the goal, resulting in a breach of the official structure and periods of quarrel between the members.

Now, if we assume the scouts can achieve satisfactory inclusive practice, another question is whether the scout groups are able to safeguard the participation of scouts with disabilities as they grow older. In the organizational provisions we can read that any scout above the age of 15 can participate as an assistant leader in a local group (Norges KFUK-KFUM-speidere, 2013b). This is a great arena for further chances of empowerment of the participating youth. We see from the previously mentioned example of Silje, who felt as a member on equal terms with the other members up until becoming a leader (Løvgren, 2009). The questions in the survey did not touch upon this so much, but it would be an interesting field for further investigations.

To summarize, physical accessibility of indoor meeting places could be better. It seems some aspects of outdoor life are harder to adapt than others, but it is possible to provide solutions that favors most participants' level of development. Through learning by doing and the peer-to-peer patrol system, the scout movement should form a good basis for learning for all participating scouts, regardless of their abilities, and with a little planning inclusive practice should be feasible. As is, it seems that most groups are located somewhere on a scale between two of the types of inclusion mentioned n the C4EO report (2009); pseudo-inclusion in one end and active inclusion in the other.

6.2 What are leaders' most prominent concerns?

From the results of the survey, we see that inclusion and ways to adapt the meetings are rarely discussed among the leaders. Furthermore, few have discussed the topic with their scouts. Not many find the association web pages to give enough information on how to adapt activities and meetings, which is not surprising considering the fruitlessness of my own previously mentioned web search. However, more respondents say they know about some of the basic

rights of persons with disabilities, and where to find more information if they need it, which is positive.

Based on the answers to the open questions about the leaders' initial thought if they were contacted regarding a child or youth with any of four disabilities who wished to join their troop, the main concerns of leaders seem to be:

- Leader capacity, or the potential need for and availability of an assistant

- Communication with the parents of the child

- The child's level of functioning and need for adaptations

- How to adapt and where to get advice

From my personal experience, leader capacity is a topic which seems to always be up for debate, no matter what abilities or disabilities are represented by the scouts of the group. From the respondents it is clear that it is no less important in connection with what is perceived as a new challenge. There are also several concerns connected with the presence of an assistant, for instance whether the assistant is already familiar with the principles of the scout method or not. One leader is afraid that a possible assistant might inadvertently rob the peffs of their authority. Therefore, the leader argues, it is important the patrol is empowered to handle persons with disabilities on its own. A couple of leaders suggest that more focus should be put into teaching about inclusive and adaptive practices in general, at for instance the peff and leader training courses. Moreover, a leader expresses uncertainty about how much he should tell the other scout, and how much he should assume that they know from knowing the child or youth through school and other activities. This is echoed in varying degree by several respondents who are concerned that the peffs that are responsible for holding the meetings are young and have little or no experience with adapting activities to people with any kind of disability. "I would feel like I needed to be there also for the patrol meetings to help the peff if the child has big difficulties following the rules for the meeting", on respondents writes.

While their concern about the peff's and assistant's abilities is definitely valid, these comments make me think of my own younger brother, whose best friend has a severe visual impairment and suffers from migraines and fatigue. During high school, the boy often had to

leave class and go home. So that his friend would not miss too much of the class, my brother simply used the webcam on his laptop to film and transfer the lectures via the online communication channel Skype, so that the boy would follow them on his own laptop at home. These young boys are finishing high school this year, and celebrating with the typical Norwegian tradition of being "russ". To raise money for the celebration they have, among other things, painted the foundation of a house. Now, giving a boy with a visual impairment a paint brush might seem bold to some, but the boys divided the labor so that some boys painted the upper and lower border, while the boy with visual impairment filled in the middle. These are just two recent examples of how these boys have solved problems of adaptation they have encountered over the years; as if they were truisms, as a matter of course and not really problems at all. Yes, the concerns of the scout leaders still hold true, but these boys illustrate that what we as adults perceive as difficulties might not be so insurmountable after all. It is perhaps more a questions of seeing the possibilities before the problems.

Next in prevalence of concerns is communication with the parents of the child or youth. Some respondents mention this as particularly important prior to joining; others mention the importance of keeping up communication throughout the participation. Several respondents highlight the positive aspects of parents who voluntarily share information and partake in the activities as assistants to their own child when necessary. However, a few respondents were exasperated by parents who have information about their child's situation or diagnosis, but refuse to acknowledge it and inform the scout leaders. One could speculate on whether this is a result of the parents denying that the child has a disability as mentioned by Grue (2001), or if the parents in some other way are trying to protect their child from once again being the *odd one out* so to say by assuming that it will go unnoticed. No matter the reason this might create mistrust and communication problems in the parent-leader relationship, which in no way is beneficial to the child's participation in the scouts.

Communication with the parents is strongly connected with the leaders' two subsequent concerns of knowing the child's level of functioning and need for adaptations, and learning how to adapt and where the respondent can get advice regarding the disability and ways to adapt. As one respondent writes;

> *We attempt to integrate as well as possible. But it could often have been an advantage to get more firsthand information (from parents, school, etc.) about the particular*

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person's challenges. What does the person need special support to, and what is the best way to handle the person?

It is obvious that scout leaders have highly different experiences on the point of receiving information and help, also from other sources than the parents. One respondent reports that they have experienced that the municipality recommend scouting as a suitable activity for children with behavioral problems. After making the connection the municipality seemed to consider their responsibility fulfilled, and provided no further help for neither the child nor the scout leaders who suddenly had a participant they did not know how to provide appropriate adaptations for. This is in stark contrast with what another leader narrated to me in a private conversation. When a scout in her troop was recently diagnosed, the parents got to invite teachers and other care givers like the scout leaders, to a diagnose related seminar held by the local BUP office [*Barne- og ungdomspsykiatrisk poliklinikk*, an official children and youth psychiatric service]. This can perhaps be seen as a testament to how differently the various municipalities interpret their legal obligations as described by the Health and Care Services Act (Helse- og omsorgstjenesteloven, 2012).

Readily available information would potentially solve many issues. We have seen that stigma, overprotection and underestimation of disabilities are factors that influence the participation of persons with disabilities in organized activities (Grue, 2001; NOU, 2001; Løvgren, 2009). For these reasons children and youth with disabilities refrain from participating in inclusive activities, perhaps not participating in any activity at all or choosing disability specific organizations instead. Social belonging – be it in an inclusive group or a disability specific one – is seen as fundamental to the development of identity and self worth (Dokumentasjonssenteret, 2007; Nordland, 2010), and the youth themselves see the social aspect as a key factor in participation in organized activities (Løvgren, 2009). Several of Løvgren's respondents describe how they participated in an organized activity, but not in the social environment, and how that influenced their decision to quit. This can be seen as a type of pseudo-inclusion (C4EO, 2009) and should be avoided, as by the results we see it yield in this situation, is of little benefit to either participant or organization.

To summarize, the leaders' main concern is that of leader capacity or need for an assistant. The second worry of having satisfactory communication with the parents can potentially solve at least parts of the two following concerns, namely those of knowing the child's level of functioning and need for adaptations, and finding out how to adapt and where to get advice.

6.3 Are leaders positive towards inclusive practice?

The results of the survey show that respondents are generally positive towards inclusion. Still, there are broad differences in the respondent's views on what can be done by way of inclusion, and not least, what the legal rights of persons with disabilities are, when it comes to participation. Though there was no specific question on these rights, a few respondents mention it as answers to the open questions. One respondent writes "It is important to remember that all children shall have the same rights and possibilities". Another, quite contradictory, write that "since we are doing volunteer work, [we are] not legally bound to accept all children/youth." We can perhaps picture and understand the reasoning behind that last statement – the scout movement is a volunteer organization based mainly on the leading participation of young and older adults who might not have an education within a field that enables them to give the needed attention and support to a child or youth with a comprehensive disability. The respondent herself explains that they have experienced that some scouts require so much attention that it negatively affects the other scouts and exhaust the leaders. On such occasions, solutions have to be found, and compromises perhaps made, on behalf of both parties. However, based on both the Convention on the Rights of Persons with Disabilities (UN, 2006), the Convention on the Rights of the Child (UN, 1989), and the Norwegian Anti-Discrimination and Accessibility Act (Diskriminerings- og tilgjengelighetsloven, 2013), leaders are very much required to do their very best to include anyone who wishes to be a scout. This is also reflected in the guidelines from WAGGGS and WOSM, in the aspects of the Scout Method, and in the association ground rules (Norges KFUK-KFUM-speidere, 2013c). It can to some extent also be seen in the promise a scout makes to follow the Scout Law and be helpful, considerate and a good friend (Norges KFUK-KFUM-speidere, 2013a).

The respondents of the survey seemed positive enough of children with learning and concentration difficulties, worrying mainly whether the child would require much adaptation and extra support or even need an assistant. Naturally some were skeptical and saw it as a challenge, worrying if they had the capacity to take it on. One respondent even wrote that she did not think of children with learning and concentration difficulties as a group who had special needs, as it was such a regular occurrence that it had become normal. Another respondent recounts that he finds the scouts to be a good arena for children who do not feel comfortable in sports and other competitive activities. In the open questions of the

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questionnaire as many as one in five reported having or having had children or youth with learning and concentration difficulties in their group. That number sank considerably, down to less than 7%, when it comes to children and youth with Down syndrome or hearing loss, or children and youth in wheelchairs. What seemed to be deemed most challenging were the potential of a child or youth with Down syndrome, to which respondents most often reported a need for an extra assistant, and a child or youth in a wheelchair, to which respondents reported concerns about physical accessibility. Based on all the various remarks about need for assistants, and a few who mention lack of leaders specifically, I believe that many leaders might recognize their view in the statement of this leader:

> *"I do not wish to be rejecting towards disabled people/scouts with special needs, but I definitely see challenges in handling it. Both the extra load on the already few leaders, and that it should not negatively affect the other scouts with regards to limitation of activities, less individual follow-up, etc. "*

Other leaders pointed to the positive aspects of inclusion, such as the potential for the other scouts to learn how to work with and help adapt and facilitate for a person with a disability. Knowledge such as how to efficiently communicate with a person with hearing loss is something they will probably find useful later in their lives, and the Wallraff effect (Grue, 2001) in befriending a child or youth with a disability might hopefully make them more aware and considerate in general.

When asked directly whether they thought all persons with special needs should be put in segregated groups, very few stated their agreement, but whether this is due to actual disagreement or attempts to be politically correct is unknown. In any case the result of that particular question is in line with the general positivity of the respondents. But ultimately it seems to be a question of balance; of how severe or disabling the condition is considered to be, and the effect it is thought to have on the other participating scouts. As one scout leader and mother of a girl guide in a wheelchair wrote,

> *"[...] it is not right to deprive all the other scouts of the joy of trips and physical activity to adapt it to one person who cannot participate. My daughter and I agree about this. [...] one can adapt scouting to wheelchair users, but it becomes a completely different type of scouting. One could for instance imagine a patrol for wheelchair users, where they could get physical challenges adapted to their level."*

This is perhaps a good idea. As the patrols are intended to be self governing units within the group, a "wheelchair patrol" could be an included part of the troop and group in larger

settings, but arrange their own trips, hikes and activities – assuming there are enough children and youth in the right age, interested in giving scouting a try. We would then be talking about opportunity inclusion (C4EO, 2009). This could be a challenge particularly in less densely populated areas. Where there are fewer children and youth with disabilities wanting to participate, several groups could perhaps cooperate in running such a troop, drawing on each other's strength, as one leader suggests.

However, as such the children and youth with disabilities might again end up with the feeling of being the outsiders in an activity that reproduces the social stigma they experience elsewhere, as is indicated by Løvgren (2009). On the other hand, a special troop in an inclusive group might combine well with other results of Grue (2001) and Løvgren's (2009) research, which show that youth with disabilities sometimes prefer segregated groups as this lessens the need to explain themselves and their needs, and their feeling of being different. It would secure both their particular needs and the patrol based method of scouting. We are torn between opportunity-inclusion and active inclusion (C4EO, 2009). De Makalause and Blåveisspeiderne are examples of it being possible to have an opportunity-inclusive troop within an actively inclusive group (Stensrud et.al., 2006; Enstad, 2013).

As seen, leaders have varying perceptions of the legal obligations of the scout group; however, it is clear that scouts are indeed obligated to be inclusive. Most leaders seem to be generally positive towards including children with disabilities, at least to some extent. At a point it seems to become a question of how severe the disability van be before it has a negative effect on the other scouts. A suggested compromise is a replication of the example of De Makalause and Blåveisspeiderne; where an opportunity-inclusive troop is actively included in the group. These groups seem to be functioning very well, but this can be seen to reflects back on leader capacity, assistant participation and knowledge of how to adapt and where to find information. That being said, learning by doing is a principle that applies to the leaders as well as the scouts, and if they are to learn how to best adapt and facilitate for the participation of a child or youth with a disability, there is no better way to learn than by doing so.

7   Closing comments

This thesis is built on some basic pedagogical principles and existing knowledge about the participation of persons with disabilities found in various official reports and white papers, as well as a personally developed questionnaire. The questionnaire was built up around the following research questions:

What characterizes the inclusion of children and youth with disabilities in the Norwegian scout association Norges KFUK-KFUM-speidere?

- Are scout meetings and activities well adapted to suit children and youth with disabilities?

- What are scout leaders' most prominent concerns when it comes to practicing inclusive scouting?

- Are leaders positive towards inclusive practice?

An aspect of the scout method is personal progression, which in view of Vygotsky's zone of proximal development must spring from the scouts' present level of development. That means all scouts are entitled to challenges that fit their abilities, whether that means walking the long hike or talking the shorter, adapted route. The scout method has from the start been based upon the Dewey's pedagogical principle of learning by doing, as well as peer-to-peer scaffolding and instruction in the patrol system. The results of the survey show that these principles of the scout method are still very much applied, and so scouting can be seen as a good activity for children and youth with disabilities. Still, it should be noted that the outdoor life aspect can seem limiting for persons with mobility related disabilities. The leaders who responded to the questionnaire had four main concerns: 1) leader capacity or the potential need for and availability of an assistant; 2) preparatory and persistent communication with the parents; 3) the child or youth's level of functioning and need for adaptations, and 4) how to adapt and where and how to get the needed advice. Leader capacity and the need for an assistant include concerns about how to handle the extra challenge a child or youth with a disability is perceived to be, and also a concern that the peff's who in practice are leading some of the meetings will not know how to adapt and facilitate. However, one could suppose that perhaps younger leaders would not see as many limitations as the older leaders.

Furthermore, it seems good communication might partially solve the two following concerns of the child or youth's level of functioning and how to make adaptations. Leaders are generally positive towards inclusion, but they seem to feel that when including a child or youth with a disability, they need to make a choice between the complexity of the outdoor challenges and accessibility, unless they are able to compromise in a suitable fashion. Some respondents suggest special troops or patrols as an integrated part of the main group. This form of opportunity inclusion within active inclusion seems to work well for the two groups currently working this way, and so that could be an alternative where there is a certain demand, assuming that the leader capacity allows, and that they are willing to give it a try.

Working with this project has been an enlightening project. What proved to be a particular challenge was to make a questionnaire and write an assignment on persons with disabilities in general, while keeping in mind and portraying to the respondents and readers respectively, that "persons with disabilities" is a large, heterogeneous group of people. The limited scope of research done for a master thesis like this is hardly enough to fairly and adequately portray all the aspects of inclusive practices, neither existing nor those with room for improvement. Upon working with the answers from the open questions, it struck me that even though I had tried to encompass as many aspects of scouting as I could think of and fit into the various sections, there were some that missed my attention. I was still colored by my own practice as a scout, and unconsciously assumed that other focused on the same aspects as I do in my work. This realization made me more aware of the risks of researcher bias. For instance, as I myself have been a leader of the younger troops and not adhered much to the patrol system, I escaped my mind to include questions covering the patrol system in my survey. Luckily, several of the respondents mentioned aspects of the patrol system in answer to the open questions, and so I have been able to incorporate these into the results and discussion.

The thesis work has been a topic of conversation on several occasions where I have met fellow scout leaders. These talks and several comments on the open questions, make it clear to me that there is so much more within the field of inclusion of children and youth disabilities in scouting, which can be investigated and discussed. It would be interesting to do an investigation of for instance the difference in younger and older scout leaders' way of and view on inclusion and inclusive practices. A more qualitative research of the methods of one of the currently active inclusive groups – De Makalause or Blåsveisspeiderne – might provide many interesting tips to how to be more inclusive and be inspiring to the more standard scout

groups. I have encountered several good examples in my research, but there are also areas where there is a large room for improvement. As scouts, we should perhaps again turn to the words of our founder, for that can-do attitude:

"I have always believed:
That if there is the right spirit,
we can kick out the im *from* impossible*"*
Lord Baden-Powell

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Appendices

Appendix 1 – NSD approval

Norsk samfunnsvitenskapelig datatjeneste AS
NORWEGIAN SOCIAL SCIENCE DATA SERVICES

Lage Jonsborg
Institutt for spesialpedagogikk
Universitetet i Oslo
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Vår dato: 03.09.2013   Vår ref:35237 / 3 / JSL   Deres dato: Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 26.08.2013. Meldingen gjelder prosjektet:

35237	Inclusion of children and youth with special needs in a Norwegian scouting association
Behandlingsansvarlig	Universitetet i Oslo, ved institusjonens øverste leder
Daglig ansvarlig	Lage Jonsborg
Student	Eilen Bøe Wethal

Personvernombudet har vurdert prosjektet, og finner at behandlingen av personopplysninger vil være regulert av § 7-27 i personopplysningsforskriften. Personvernombudet tilrår at prosjektet gjennomføres.
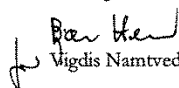
Personvernombudets tilråding forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, http://www.nsd.uib.no/personvern/meldeplikt/skjema.html. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, http://pvo.nsd.no/prosjekt.

Personvernombudet vil ved prosjektets avslutning, 30.06.2014, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Vigdis Namtvedt Kvalheim

Juni Skjold Lexau

Kontaktperson: Juni Skjold Lexau tlf: 55 58 36 01
Vedlegg: Prosjektvurdering
Kopi: Eilen Bøe Wethal, Ragnhild Schibbyes vei 5, 0968 OSLO

Appendix 2 – Invitation letter

Forespørsel om deltakelse i forskningsprosjektet "Inkludering av barn og unge med spesielle behov i Norges KFUK-KFUM speidere"

Mitt navn er Eilen Bøe Wethal. Jeg er speiderleder i Strømmen, Romerike Krets og studerer til mastergrad i spesialpedagogikk ved Universitet i Oslo. I min masteroppgave ønsker jeg å skrive om hva som karakteriserer inkludering av barn og unge med spesielle behov i Norges KFUK-KFUM Speidere. I den forbindelse ønsker jeg å gjennomføre en spørreundersøkelse blant speiderledere over 18 år, og jeg håper du vil delta.

Spørreundersøkelsen starter med spørsmål om deg som leder, og din gruppe. Deretter følger spørsmål om deg og ditt speiderarbeid. De aller fleste spørsmålene besvares ved å krysse av for det eller de alternativ som passer deg best. Det tar cirka 15 minutter å svare på undersøkelsen.

Du finner spørreundersøkelsen ved å gå inn på nettsiden
https://nettskjema.uio.no/answer/inkluderingispeidern.html

Informasjonen samles inn og behandles anonymt, og ingen vil kunne finne tilbake til hvem som har svart hva. Bakgrunnsinformasjon brukes kun til å undersøke om det er forskjell på praksis og erfaringer basert på for eksempel alder, troppstilhørighet og arbeidserfaring.

Det er naturligvis frivillig å delta i undersøkelsen, og du kan når som helst trekke deg uten å oppgi noen grunn. Ved å besvare gir du ditt samtykke til at informasjonen du oppgir kan brukes i prosjektet. Prosjektet er meldt til Personvernombudet for forskning, Norsk samfunnsvitenskapelig datatjeneste AS, og har prosjektnummer 35237. KFUK-KFUM Speidernes forbundskontor er også informert om at undersøkelsen gjennomføres.

Masteroppgaven skrives på engelsk og vil være tilgjengelig for dem som ønsker det i juli 2014, ved å kontakte meg.

Dersom du har spørsmål om undersøkelsen kan du kontakte meg på eilenbw@student.utvit.uio.no eller telefon 452 17 690. Du kan også kontakte min veileder ved universitetet, Lage Jonsborg, på lage.jonsborg@isp.uio.no eller telefon 22 85 81 47.

Speiderhilsen,

Eilen Bøe Wethal

Appendix 3 – Reminder letter

Påminnelse om forskningsprosjektet "Inkludering av barn og unge med spesielle behov i Norges KFUK-KFUM speidere"

Dersom du allerede har svart på undersøkelsen, eller ikke ønsker å delta, kan du se bort ifra dette brevet.

Mitt navn er Eilen Bøe Wethal. Jeg er speiderleder i Strømmen, Romerike Krets og studerer til mastergrad i spesialpedagogikk ved Universitet i Oslo. I masteroppgaven ønsker jeg å skrive om hva som karakteriserer inkludering av barn og unge med spesielle behov i Norges KFUK-KFUM Speidere. I den forbindelse ble du for litt siden tilsendt en invitasjon til å delta i en spørreundersøkelse. Jeg håper på å få flere svar, derfor sender jeg nå ut denne påminnelsen og håper at du tar deg tid til å delta.

Spørreundersøkelsen starter med spørsmål om deg som leder, og din gruppe. Deretter følger spørsmål om deg og ditt speiderarbeid. De aller fleste spørsmålene besvares ved å krysse av for det eller de alternativ som passer deg best. Det tar cirka 15 minutter å svare på undersøkelsen.

Du finner spørreundersøkelsen ved å gå inn på nettsiden
https://nettskjema.uio.no/answer/inkluderingispeidern.html

Informasjonen samles inn og behandles anonymt, og ingen vil kunne finne tilbake til hvem som har svart hva. Bakgrunnsinformasjon brukes kun til å undersøke om det er forskjell på praksis og erfaringer basert på for eksempel alder, troppstilhørighet og arbeidserfaring.

Det er naturligvis frivillig å delta i undersøkelsen, og du kan når som helst trekke deg uten å oppgi noen grunn. Ved å besvare gir du ditt samtykke til at informasjonen du oppgir kan brukes i prosjektet. Prosjektet er meldt til Personvernombudet for forskning, Norsk samfunnsvitenskapelig datatjeneste AS, og har prosjektnummer 35237. KFUK-KFUM Speidernes forbundskontor er også informert om at undersøkelsen gjennomføres.

Masteroppgaven skrives på engelsk og vil være tilgjengelig for dem som ønsker det i juli 2014, ved å kontakte meg.

Dersom du har spørsmål om undersøkelsen kan du kontakte meg på eilenbw@student.utvit.uio.no eller telefon 452 17 690. Du kan også kontakte min veileder ved universitetet, Lage Jonsborg, på lage.jonsborg@isp.uio.no eller telefon 22 85 81 47.

Speiderhilsen,

Eilen Bøe Wethal

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Appendix 4 – Questionnaire, English translation

Text in parentheses ( ) is included in original survey to specify or clarify.
Text in square brackets [ ] is included in translation only, for support explanation.

A) Questions about personal background

A1: Sex

- Male
- Female

A2: Age

A3: Field of work (if retired, please choose last field of work)

- Administrations, economy, office or law
- Trade, customer service, restaurant or travel
- Healthcare, care taking, medicine or biology
- Industry, building/construction, crafts or yard work
- Agriculture, forestry, fishing or food production
- Culture, religious work or sports
- Media, communications or IT
- Service or security
- School, leisure, education or research
- Transport or logistics
- Unemployed
- Student

A3b: If student, what is your field of study?

- Administrations, economy, office or law
- Trade, customer service, restaurant or travel
- Healthcare, care taking, medicine or biology
- Industry, building/construction, crafts or yard work
- Agriculture, forestry, fishing or food production
- Culture, religious work or sports
- Media, communications or IT
- Service or security
- School, leisure, education or research
- Transport or logistics

B) Questions about scouting experience

B1: For how long have you been a scout leader? (If years off in between, please give total)

B2: What is your position within the scout group?

- Group leader (top leader of local group)
- Main unit leader (responsible for flock/troop/team)
- Unit assistant (without signed leader declaration)
- Other leader assistant

B3: What unit do you mostly work with?

- Family scouts [*Children below 5, accompanied by parents, or families*]
- Hare [*Hare, 1st graders, not part of official program last few years*]
- Oppdager [*Explorer, 2nd-3rd graders*]
- Stifinner [*Path finder, 4th-5th graders*]
- Vandrer [*Wanderer, 6th-10th graders*]
- Rover [*Rover, High school pupils*]
- Konfirmantspeiding [*14-15 year olds, as part of church confirmation program*]
- Studentspeiding [*College or university, included in program as "adult unit"*]
- Speiding for personer med funksjonsnedsettelse [*scouting for people with disabilities, not part of official program*]
- Engang-Alltid [*"Once-Always", included in program as "adult unit"*]

B4: Do you have, or have you ever had, one of more scout with disabilities? (More than one option possible)

- Yes, currently have scout(s) with disabilities
- Yes, have had scout(s) with disabilities during past two years
- Yes, have had scout(s) with disabilities during last 3-5 years
- Yes, have had scout(s) with disabilities more than 5 years ago
- No, neither currently nor past
- Unsure

C) Questions about your scout group

C1: What units are in operation in you group?

- Family scouts [*Children below 5, accompanied by parents, or families*]
- Hare [*Hare, 1st graders, not part of official program last few years*]
- Oppdager [*Explorer, 2nd-3rd graders*]
- Stifinner [*Path finder, 4th-5th graders*]
- Vandrer [*Wanderer, 6th-10th graders*]
- Rover [*Rover, High school pupils*]
- Konfirmantspeiding [*14-15 year olds, as part of church confirmation program*]
- Studentspeiding [*College or university, included in program as "adult unit"*]
- Speiding for personer med funksjonsnedsettelse [*scouting for people with disabilities, not part of official program*]

- Engang-Alltid [*"Once-Always", included in program as "adult unit"]*

C2: How is the gender distribution in your group?

- Only girls
- Mostly girls
- Fairly equal
- Mostly boys
- Only boys

C3: In what type of area is your group located?

- City
- Smaller town
- Rural

C4: Is there a separate troop/group for people with disability in the vicinity of your group?

- No
- Yes, in our region
- Yes, in our local group
- Do not know

C5: How often do the leaders of your group discuss how to adapt meetings for people with special needs?

- Very rarely or never
- Rarely
- Often
- Very often

C6: When a new scout is enrolled in the group, do you ask for descriptions of any special needs?

- No
- Yes
- Ask for information about illness/allergies, but not special needs
- Do not know

D) Questions about physical accessibility

D1: Are these physical aids available in your regular meeting place?

- Answer options:
  - Yes, in the whole building
  - Yes, in parts of the building
  - No, no where

- - Do not know
- Step-free access or wheelchair ramp
- Door openers
- Easily accessible door bell
- Stabile road cover up to the door (e.g. asphalt instead of gravel)
- Non-slip flooring inside
- Guidelines on the floor (raised or in contrast colour)
- Elevator
- Stair lift
- Handicap accessible toilets
- Hand rails along the wall
- Good lighting
- Teleloop
- Sound absorbing ceiling or low amount of echo

D2: Is your meeting place adapted in other ways? If yes, please describe.

D3: How accessible is your most used outdoor meeting place, for people with physical disabilities?

- It is accessible for someone in wheelchair
- It is accessible for someone in wheelchair, if they get help
- It is accessible by foot (optionally with crutches/support), and the distance is relatively short
- It is accessible by foot (optionally with crutches/support), but the distance is long

D4: How accessible is your most used cabin, for people with physical disabilities?

- It is accessible for someone in wheelchair
- It is accessible for someone in wheelchair, if they get help
- It is accessible by foot (optionally with crutches/support), and the distance is relatively short
- It is accessible by foot (optionally with crutches/support), but the distance is long

E) Questions about meetings and activities

E1: During a semester, how often do you meet? (Count only regular meetings. Disregard trips, camps, regional gatherings and such)

- Several times a week
- Once a week
- Once every other week
- Once a month
- More rarely

E2: Are the meetings mostly held indoors or outdoors?

- Only or almost only outdoors
- Mainly outdoors
- Pretty much equal
- Mainly indoors
- Only or almost only indoors

E3: How often do you conduct the following types of activities?

- Answer options:
    - Every meeting
    - More than half the meetings
    - About half the meetings
    - Less than half the meetings
    - No meetings
    - Do not know
- Theoretical tasks
- Practical tasks
- Games, song and singing games
- Free play and self-directed activities
- Several activities during one meeting
- Tasks with more than one correct answer or solution
- Individual tasks
- Co-operational tasks

E4: When you give assignments and messages to the scouts, how often do you do the following?

- Answer options:
    - Always
    - Often
    - Some times
    - Rarely
    - Never
    - Do not know
- Give oral messages and use visual aids (blackboard, whiteboard, pictures, models, etc.)
- Give oral messages without using visual aids
- Give written messages and go through them orally
- Give written messages without going through them orally
- Repeat the message two or more times
- Provide the opportunity to ask clarifying questions

E5: Has disabilities, adaptation and inclusion been a topic at scout meetings? (You may tick off for more than one alternative)

- No, we have not talked about this
- Yes, we have done one or several of the activities/badges concerning the topic (e.g. the Path finder badge "Ingen grenser" [No limits], project badges "OROR" and "Olympiamerket" [Olympic badge])
- Yes, we read/worked with chapter 21 "Responsibility for each other" in the Scout Handbook
- Yes, the topic came up as a part of the context during a meeting

F) Statements about inclusion on area and association level

Please mark the extent to which you agree with these statements:

- Answer options
  - o Completely disagree
  - o Partly disagree
  - o Neutral
  - o Partly agree
  - o Completely agree
- KM is generally an inclusive organization
- Regional events are well adapted for scouts with special needs
- National events are well adapted for scouts with special needs
- There is enough available information on how meetings and activities can be adapted, on the association's web pages (kmspeider.no, speiderprogram.no, etc.)

G) Personal statements

G1: Please mark the extent to which the statements below fit you:

- Answer options:
  - o Fits very well
  - o Fits quite well
  - o Neutral
  - o Fits quite poorly
  - o Fits very poorly
- I have a fixed routine for the meetings, and do not like to diverge from it
- I feel confident enough in the activities I plan, to vary the meetings based on how well the scouts seem to handle each activity
- I feel like I spend too little time with the scouts to know them and their abilities enough to adapt each meeting
- I feel that there are too many scouts in the troop to adapt activities to everyone's individual needs

- I feel that I have enough basic knowledge about special needs to adapt the meetings to my scouts' needs
- I feel that the other leaders in my group are positive towards having scouts with special needs in the group

G2: Here are more statements. Please mark the extent to which they fit you:

- Answer options:
    - Fits very well
    - Fits quite well
    - Neutral
    - Fits quite poorly
    - Fits very poorly
- I feel that the official program is open and easy to adapt according to my scouts' individual abilities and needs
- I feel that I know several ways to adapt the meetings
- I would feel that it hindered my interaction with the scouts if a personal assistant (e.g. support person, sign language interpreter) had to be present for a child with a disability to participate in the meetings
- I think all scouts with special needs should be in separate groups
- I know about the basic supports people with disabilities have a right to have (e.g. transport services, attendant certificate, support person)
- I know about several places to find information about disabilities, adaptation and the rights of people with disabilities, if I need to

H) Thoughts about children and youth with disabilities participating in the scouts

H1: What would be your first thought if you were contacted regarding a child/youth with learning and concentration difficulties who wanted to start in your troop?

H2: What would be your first thought if you were contacted regarding a child/youth with Down syndrome who wanted to start in your troop?

H3: What would be your first thought if you were contacted regarding a child/youth with hearing loss who wanted to start in your troop?

H4: What would be your first thought if you were contacted regarding a child/youth in a wheelchair who wanted to start in your troop?